DOCUMENT RESUME

ED 220 566 AA 001 106

Resources in Education (RIE). Volume 18, Number 2.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 83
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $70.00 (Domestic), $87.50 (Foreign).
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning module for a course on office procedures. Various aspects of implementing and articulating secondary and postsecondary office-procedures courses are covered including course content, performance standards, student-teacher agreements, suggested instructional times, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. Among those topics addressed in the 49 task sheets included in the module are dress/grooming, human relations skills, positive work attitudes, establishing priorities, appropriate office furniture, letter styles, typing correspondence and reports, business composition, business communications, reprographics, filing, using various office machines, performing various bookkeeping and accounting procedures, making travel arrangements, taking inventory, preparing resumes, completing job applications, and handling job interviews. The task sheets include some or all of the following: performance objectives, performance actions, performance outcomes, suggested instruction times, performance standards, and related technical information. (MN)

ED 220 603 CE 033 407

White, Susan J.

Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.

National Inst. for Work and Learning, Washington, D.C.
Spons Agency-Trust, Inc., Chicago, Ill.
Pub Date-Sep 80
Note-123p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents, Adults, *Agency Cooperation, Community Development, *Economic Development, *Employment Programs, *Federal Legislation, Federal Programs, Institutional Cooperation, Job Development, *Job Training, Linking Agents
Identifiers-Comprehensive Employment and Training Act, Economic Opportunity Act 1964, Local Public Works Economic Development Act 1976, Revenue Act 1978, Small Business Investment Act 1958, Urban Mass Transportation Act 1976

Interest in encouraging linkages between economic development efforts of various federal agencies with the job development and training activities of the Comprehensive Employment and Training Act (CETA) led, in 1979, to the development of an interagency effort, the Employment Initiatives Program, and the signing of six interagency agreements with the Department of Labor. Current legislation permits but does not require such linkages. This paper reviews the statutory authorizations for linking economic development activities with employment and training programs under the CETA Amendments of 1978, together with the federal regulations implementing the Act issued in the Federal Register of May 20, 1980. It also reviews the authorizations for economic development contained in the Economic Opportunity Act of 1964, the United States Housing and Economic Development Act of 1976, the United States Housing Act of 1937, the Small Business Investment Act of 1958, the Urban Mass Transportation Act of 1976, the Consolidated Farm and Rural Development Act of 1972, and the Revenue Act of 1978. Some examples of local collaboration between CETA and other federal programs are included to illustrate practical applications, while a review of the bilateral ageements between the Department and other federal agencies is also included. The documents spelling out the agreements are contained in the report's appendixes. (KC)

ED 220 622 CE 033 481

West, Lynda L. And Others

Vocational Resource Educator Handbook.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date- 82

Note-213p.; For a related document see CE 033 442.

Available from-Instructional Materials Laboratory, 10 Industrial Education, University of Missouri-Columbia, Columbia, MO 65211.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Communications, Curriculum Development, Disabilities, Followup Studies, Inservice Teacher Education, Job Placement, *Mainstreaming, Postsecondary Education, Program Evaluation, Resource Staff, *Resource Teachers, Secondary Education, Self Evaluation (Individuals), Student Placement, *Teacher Responsibility, *Teacher Role, Teacher Workshops, *Vocational Education

Identifiers-Missouri, Support Personnel, *Vocational Resource Educators

Designed for Vocational Resource Educators (VRE) in Missouri, this guide contains basic information to aid VRE in helping handicapped students succeed in vocational education programs. The handbook is structured according to the eight goals for VRE, which define their major roles and responsibilities: to develop a communication network, to facilitate the mainstreaming process, to assist in appropriate program placement, to assist vocational instructors with curriculum modification, to serve as a resource to vocational instructors, to provide job placement and followup, to provide inservice for other staff, and to evaluate a VRE program. For each goal, an overview leads to questions and answers that may be translated into objectives and activities needed to accomplish that particular goal. Resources (articles, checklists, directories, sample forms and materials, inventories, informative materials) and additional reference material are provided for each goal. A glossary is attached. Appendixes include informative materials dealing with handicapped persons, legislation, mainstreaming, the cloze procedure accompanied by references of special-needs resources. (YLB)

ED 220 641 CE 033 539

Bowen, Becky And Others

Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Jul 81

Note-58p.; For related documents see CE 033 540-551 and CE 033 821.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cooperative Programs, *Education Work Relationship, Experiential Learning, *Inservice Teacher Education, Institutional Cooperation, Job Skills, Job Training, Postsecondary Education, *School Business Relationship, Skill Development, *Teacher Improvement, Vocational Education, *Vocational Education Teachers

Identifiers-*Mississippi

Based on the results of a needs survey, this directory was compiled to provide vocational teachers and administrators with a listing of businesses and industries located in the Mississippi Appalachian Region which have indicated a willingness to assist in the maintenance and upgrading of vocational teacher occupational skills. The directory is organized by the following vocational program areas: air conditioning/refrigeration; appliance repair; auto mechanics; auto body and fender repair; aviation occupations; carpentry; cabinet making/furniture making; diesel mechanics; drafting occupations; electrical occupations; electronic occupations; electro-mechanical occupations; farm mechanics; forestry/forestry products occupations; graphic arts occupations; heavy equipment occupations; industrial maintenance occupations; industrial sewing; machining/tool and die making; plumbing and pipefitting; plastics occupations; sheet metal; small engine repair; surveying; upholstering; and welding occupations. For each program area, lists of participating companies, addresses, and names and telephone numbers of contact persons are provided. The directory also indicates the form of possible participation by business or industry in a cooperative skill upgrading project; e.g., work experience of short duration, participation in company training programs, centrally located skill training, or providing literature and materials. A form is provided for those who use the directory to obtain training to report the training to the project coordinator. (KC)

obtained. (KC)

ED 220 660 CE 033 564

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide.

Joliet Junior Coll., Ill.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date- 82

Note-494p.; Best copy available.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Administration, Competency Based Education, *Cooking Instruction, Curriculum, Curriculum Guides, Evaluation Criteria, *Food Service, *Hospitality Occupations, *Hotels, Learning Activities, Occupational Home Economics, Two Year Colleges, Units of Study, Vocational Education

Identifiers-*Restaurant Management

This publication contains competency-based materials for hotel/restaurant management and culinary arts. The materials are designed for students to learn from a work station concept by rotating through a variety of real work settings in a hotel/restaurant environment. In addition, the materials indicate whether or not the students have developed competencies determined to be necessary to succeed in a variety of tasks within the hospitality industry. The curriculum materials are divided into two separate sections. The first section of the guide pertains to tasks performed within the field of hotel/restaurant management, while the second section encompasses the culinary arts. An organizational chart is provided for each section. The hotel/restaurant management section teaches tasks performed at the work stations of the front desk, front office, housekeeping, and food and beverage. Each station comprises a variety of tasks that are further broken down into specific duties. Duty sheets contain the name of the duty, the task under which it is classified, objectives, learning experiences, activities, instructional materials, and an evaluation. A student check list is provided for each duty. Work stations contained in the culinary arts section are safety, sanitation, food preparation, baking, and service and dining. Each station contains a variety of tasks broken down into specific duties. Duty sheets list the name of the duty, the task under which it is classified, performance objectives, learning activities, references, and a rating sheet for checking student competence. A master list of tasks is also included in the curriculum. (KC)

ED 220 678 CE 033 641

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-88.

Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-145p.; For a related document see CE 033 640.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Basic Skills, *Building Design, *Carpentry, *Construction (Process), *Construction Materials, Correspondence Study, Independent Study, Learning Activities, Lesson Plans, Postsecondary Education, *Programed Instructional Materials, Roofing, Secondary Education, Test Items, Units of Study, Woodworking
Identifiers-Military Curriculum Project

This individualized, self-paced correspondence course in carpentry has been adapted from military curriculum materials for use in vocational and technical education programs. This second volume of a two-volume set is designed to present the theory portion of carpentry through the teaching of basic skills of frame construction. This Carpentry II course contains 4 lessons. Lesson 1, Building Layout and Floor Framing, discusses the location and layout of a building site and the methods and materials to be used in construction foundations. Lesson 2, Exterior Framing, explains how to make a building layout and do floor framing, and the purpose and use of sills, girders, joints, and bridging. In lesson 3, Roof Framing and Materials, the methods and procedures for constructing roof frames and coverings, including the selection of materials and the use of tools, are discussed. The final lesson, Interior Framing, explains the methods for installing and maintaining interior walls and ceiling, doors and window trims, and floors and stairways. Each lesson contains an objective with reading assignments, exercises, and answers to the exercises. The answers are keyed to the text for student self-study and evaluation. A course examination, without answers, is provided. (This course is recommended for use in a shop or on-the-job learning situation.) (KC)

ED 220 698 CE 033 794

Stark, Pamela

Handwashing Technique. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-27p.; For related document see CE 033 795. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Hygiene, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, *Sanitation, Secondary Education, Self Evaluation (Individuals)

This learning activity package on handwashing is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a glossary, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: why handwashing is important and the ten-step handwashing technique. (YLB) population, and exemplary programs currently serving its educational needs. The final section, Adult Education for the Mentally Retarded,'' presents a definition and categories of mental retardation, discusses educational characteristics and problems of this group, and cites some program techniques that have been successful and some information resources helpful in this area. The document concludes with an appendix of agencies that provide information and services to the handicapped, and a reference section for gathering more information. (DTT)

ED 220 743 CG 016 148

Cerio, James E.

Eliminating Self-Defeating Behaviors: New Group Procedures.

Pub Date-19 Mar 82

Note-12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20. 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Modification, *Change Strategies, College Students, *Counseling Techniques, *Group Counseling, Higher Education, Models, Program Descriptions, *Psychoeducational Methods, Relaxation Training, Self Concept, *Student Behavior, Student Development, Workshops

Identifiers-*Self Defeating Behavior

This paper presents a new format for conducting workshops for college students on eliminating self-defeating behaviors, based on a psychoeducational approach. The content of each of the eight lunch-hour sessions is described including the learned nature of self-defeating behaviors and the tracking identification and changing of such behaviors through the use of appropriate behaviors and reinforcers. Advertisements, explanations of the model workshop, descriptions of strategies for eliminating self-defeating behaviors, and a bibliography are included. Research to determine the efficacy of the workshops in the Harford Community College setting is also described. (Author/JAC) dropouts and offering appropriate services to the student prior to college attendance is discussed. Examples of specific counseling techniques are given along with remedial actions which may increase the student's odds of a successful college career. The importance of an appropriate selection of a college campus is also discussed. (JAC)

confirmed its validity. Among the implications of these findings for teachers is the need to recognize that comprehension is a process and not just a product and that the reader is central to this process. (JL)

ED 220 789 CS 006 638

Phillips-Riggs, Linda

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.

Pub Date- 81
Note-32p.; Research prepared at the University of Alberta.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Grade 6, Intermediate Grades, *Prior Learning, *Reading Comprehension, *Reading Processes, Reading Research, *Reading Skills
Identifiers-*Inference, *Reading Strategies

A study tested a theory of inferencing strategies. Subjects were 40 sixth grade students of average intelligence from a large Western Canadian city who were divided according to reading proficiency and background knowledge. Six passages, three familiar to the students and three unfamiliar to them, were written by the researcher in such a manner that inferences would have to be generated if the students were to comprehend them. Taped half-hour interviews were transcribed and scored for total number of inference strategies, total of each inference strategy, source, elaborations, and location of each inference. Analysis identified 10 inferencing strategies, classified as most productive, productive, and counterproductive. Each strategy performed a distinct function, with different strategies being used by two levels of readers and by both background knowledge groups. Familiarity with the text and reading proficiency significantly influenced the number of extralinguistic elaborations used to support inferences, and the particular strategies used tended to determine whether text or extratextual information was used as a source. Theoretically, these strategies would be a critical factor in an encounter component of a theory of inference, and pedagogically, they differentiate students on the basis of their level of reading proficiency and degree of background knowledge. (JL)

discrimination, letter recognition, and comprehension; and its reliance on passive responses from children answering a teacher's factual recall question or circling answers on a workbook page. The methodology section explains that the study draws on the techniques of ethnographers and adopts the methodology of naturalistic observation, noting that researchers observed and recorded teachers and students for 25 full sessions and documented what happened during 73.8 hours of classroom time. The third section describes and analyzes the reading readiness programs in the traditional approach: teachers' reading readiness goals, literacy events, formal reading readiness lessons, teacher-created lessons, and story readings. Conclusions drawn from the observations of this approach are offered in the final section of the volume. Appendixes include a summary of literacy events, observations of two classrooms, and profiles of case study children. No attempt is made to compare this approach with the literate environment approach reported in the first volume. (HOD)

ED 220 829 CS 206 893

Dixon, John Stratta, Leslie

A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.

Pub Date-82

Note-35p.; Original document marginally legible. For related document see CS 206 892.

Available from-Southern Regional Examinations Board, 33 Carlton Crescent, Southampton SO9 4YL, England (35 pence).

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Descriptive Writing, Expository Writing, Instructional Improvement, Secondary Education, *Writing Evaluation, *Writing Exercises, Writing Instruction, Writing Processes, *Writing Skills

A consideration of real world language use yields five questions that could prove helpful in assessing student writing achievements: (1) What is the writer's purpose or intention? (2) What audience does the writer have in mind? (3) What are the organizing principles of the piece? (4) What range of experience and knowledge might one reasonably expect the writer to draw on? and (5) What specific uses of language are necessary, given the answers to the first four questions? A detailed analysis of several pieces of student writing in terms of these criteria suggests specific questions covering these areas that students should ask themselves in order to become better writers. (JL) writing teachers are inadequately prepared and lack opportunities to become aware of current research in writing; (5) the responsibility of teaching writing, shared by all levels of the educational community, can best be addressed by cooperatively planned and funded efforts; (6) the best teacher of teachers is another successful teacher; (7) the skills besides good writing needed by a teacher/consultant can be taught and learned; (8) effective teachers of teachers must know themselves as well as the system with which they are working; (9) for a writing improvement program to be effective, all parties concerned must agree on the nature of the training and the expected results; (10) specific working strategies can help teacher/consultants become more effective; (11) there is a set of known criteria for quality programs of staff development; and (12) individuals with consultant skills and knowledge of staff development programs can make major contributions to the improvement of writing in school systems in which they work. (JL)

The third section explains how lessons are terminated. (FL)

ED 220 869 CS 207 203

Cronnell, Bruce

Computer-Based Practice in Editing.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-SWRL-WP-2-82/04

Pub Date-30 Sep 82

Contract-400-80-0108

Note-10p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Capitalization (Alphabetic), *Computer Assisted Instruction, *Computer Oriented Programs, *Editing, Elementary Secondary Education, Language Usage, Punctuation, *Revision (Written Composition), Spelling, *Writing Instruction

One goal of computer-based instruction in writing is to help students to edit their compositions, particularly those compositions written on a word processor. This can be accomplished by a complete editing program that would contain the full set of mechanics rules capitalization, punctuation, spelling, usage appropriate for the grade level of the intended user. The specific rules that students would practice could be decided in three ways: (1) the student would choose from a menu those rules that need to be practiced, (2) the teacher would choose those rules the student should practice, and (3) the computer would assign students to the appropriate rules on the basis of pretest scores. After content for practice is assigned or chosen, the student is given the option of reviewing the rules to be practiced. Following this optional rule review, students receive three kinds of practice: choice, correction, and dictation. The choice section provides basic practice in discriminating the correct application of the rules under study. The correction section begins with instruction on the why and how of editing with specific text-editor procedures on the computer. For the dictation section of the program, the computer presents sentences orally, and the student types in the sentence. Each section provides the student with feedback and evaluation. If the student does not meet the criterion for the correct responses in each section, instruction is terminated and the student goes back to the teacher for additional help. (HOD) understanding of the genuine significance of OC, or even its lack of significance. (JL)

ED 220 889 CS 503 942

Dykes, Tanda

Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility.

Pub Date-Aug 82

Note-10p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, NY, August 15-18, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correspondence Study, *Course Content, Course Descriptions, Educational Television, Higher Education, *Telecourses, *Theater Arts

The goal behind a televised correspondence class in theatre is to expose students to the fact that variety is a magic factor in theater. In the three-unit course, students watch televised videotapes; read the plays, textbook, and teacher-developed study guide; and mail in their completed assignments. The first videotape, Miss Julie,'' shows a rehearsal in progress, demonstrating the intricate interplay involved in preparing a production. One study guide assignment is to write a subtext the character's inner thoughts for a specific page of dialogue. The second play in the course is Ibsen's Peer Gynt,'' which focuses on the input of designers, including costume and music design. The second unit of the course focuses on a realism versus surrealism theme, using plays by Ibsen, Chekhov, and Strindberg. The third unit of the class is centered on tragic heroes: Oedipus, Macbeth, Woyzeck, and Saint Joan of Arc. To ensure that the course is one in theatre and not an English department drama course, students should be involved in the decision-making process of any theatrical production, exposed to potential variations within a script, and encouraged to develop their critical faculties. (HTH)

with students and the community, cover news releases, school and district publications, community group involvement, relations with realtors, school desegregation, energy management, and labor relations. (RW)

ED 220 909 EA 014 753

McGuffey, C. W.
Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts.
Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Report No.-ISBN-0-910170-17-7
Pub Date-80
Note-109p.
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 2905; $12.95).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Administrator Responsibility, *Competence, Elementary Secondary Education, Job Performance, *Job Skills, Money Management, National Surveys, Questionnaires, *School Business Officials, Tables (Data)
Identifiers-School District Size

A national survey sought to identify the competencies that chief school business administrators (CSBAs) in large and small school districts think are important for their job. Seventy-five respondents, out of a random stratified sample comprising 143 members of the Association of School Business Officials, ranked 264 statements in 28 major task areas on the Competency Statement Instrument (CSI). Each competency statement was ranked on a scale measuring the CSBA's degree of responsibility for the task and a scale measuring the level of importance of CSBA competence in the task. Among the 28 task areas were financial planning and budgeting, fiscal auditing and reporting, purchasing, legal control, office management, plant maintenance, community relations, data processing, transportation services, food service, and staff development. Statistical analysis indicated that the CSBAs considered fiscally-related competencies most important; that CSBAs have less responsibility for more specialized areas, such as facilities planning; that CSBAs from small districts ranked some fiscal competencies higher than did large districts' CSBAs; and that CSBAs from large districts delegated more responsibilities than did those from small districts. Tables showing the survey results are appended, as is a copy of the CSI. (RW)

ED 220 927　　　　　　　　　　　　EA 014 845

Morgan, Catherine E.

Effectiveness of Technology in the Schools Public and Taxpayers Response.

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Literacy, *Computer Oriented Programs, Computer Science Education, Educational Planning, Elementary Secondary Education, Individualized Instruction, Program Implementation

Computers serve schools in several ways. In the business office they perform functions in payroll and accounting; they are the subject matter in the computer science courses that train students in skills that the coming technological lifestyle will make necessary; they permit effective instructional management; and they provide the means for offering individualized computer-assisted instruction (CAI) to students who have a wide range of abilities. Studies have shown that CAI can be highly effective and highly motivating, and can allow programs to be offered to small numbers of students at relatively low cost. School systems considering entering, or expanding their capabilities in, computer-related education should take the following steps: (1) use workshops or seminars to teach key school personnel and board members about computers and their uses; (2) assess current district equipment and expertise and compare the results with district needs and goals; (3) formulate a policy concerning instructional uses of computers; and (4) select an instructional leader to coordinate short- and long-term planning for policy implementation. (Author/PGD)

humanistic values have prompted a number of critics to inveigh against further technological change. This document considers the differences between scientific investigation, which often occurs in the humanistic environment of the university, and technological action,'' which frequently takes place in isolated technical institutes. The paper comments on the social role of technology, its ethically neutral character, and the distinction between the mindless creation of gadgets for its own sake and the application of technology to significant human problems. The author admits that technology can be poorly used and that technological development can divert resources from other concerns, but argues that with proper attention and care technology can increase the quality of life in many ways without detracting from it in others. (PGD)

ED 220 947 EA 014 870

Fletcher, J. D.

New Directions for Training Technology.

Pub Date-81

Note-9p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Educational Technology, Industrial Training, Job Skills, *Labor Force Development, Military Personnel, *Military Training, Postsecondary Education, Skill Development, *Training Methods, Training Objectives

Lower manpower quality and increasingly sophisticated equipment are creating training problems for both industry and the military. The training technology demanded by this situation must be delivered to and available at the job site, must be designed to motivate independent use by students rather than to encourage teacher acceptance, must be relevant to the job needs, and must be intelligent enough to respond usefully to student needs. Types of new training technologies currently being considered or developed include interactive movies, surrogate travel, microtravel, virtual team trainers, automated authoring of computerized training materials, optimized instruction through efficient techniques for fostering the memorization of necessary information, low cost portable simulators, and the use of electronic libraries. Since the goal of all these approaches is to improve system performance, a novel concept of training technology has been developed. This concept involves recognizing that people are part of the systems being affected by the training; that training research should aim at improved system performance rather than at improved training; that training involves creative learning rather than passive information transfer; and that training, manpower, personnel, hardware, and other requirements of the system are interdependent in their effects on system performance. (Author/PGD) spend in these areas. Researchers divided the activities performed by elementary teachers into five categories: (1) instruction; (2) preparation; (3) administrative and clerical duties, including meetings; (4) parent conferences; and (5) other noninstructional duties, primarily after-school activities. The central finding of the study, based on a national survey of over 3,000 elementary teachers in nearly 250 districts, was that teachers covered by collective bargaining spend approximately 3 percent less time in instruction per day (or 1 week less per year) than teachers not covered by collective bargaining. Whether or not this reduction in instruction leads to a decline in the quality of schools cannot be answered on the basis of this study. What can be said based on this study is that collective bargaining may have a tendency to reduce student achievement by reducing time spent in instruction. (Author/LL)

ED 220 966 EA 014 957

Lilly, Edward R.
Organizations: Normatively Speaking.
Pub Date-82
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Definitions, *Organizational Objectives, Organizational Theories, *Organizations (Groups), Research Problems
Identifiers-Collective Intent

The concept of organizational goals, although basic to the study of complex organizations, is no longer analyzed frequently by organizational researchers. The discipline of organizational studies began by concentrating on organizational goals, but by the 1960s researchers had found the concept inadequate as an explanatory variable. They moved to the concept of individual goals but by the 1970s found this approach inadequate, too. They began analyzing organizations as systems. However, the organizational goal concept remains essential for organizational analysis. Mohr has suggested looking at organizational goals as the collective intent'' of an organization's members; collective intent refers to a certain level of agreement reached by an organization's members around particular behaviors. It is recognized, of course, that organizational goals interact with members' personal goals. Discussion of the organizational goal concept is further hampered by terminological problems, the differences between official'' and real'' goals, the problem of goals' operationality,'' and the phenomena of goal change, goal displacement (where means become ends), and goal succession (where new goals are set as old ones are attained). The discipline needs to establish the significance of goals, however, to devise methods of discussing how well an organization is doing. (Author/RW)

ED 220 985 EA 014 989

Stackhouse, Elizabeth Ann

The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date-Feb 82

Contract-400-78-0035

Note-80p.; Ph.D. Dissertation, Stanford University.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Centralization, Curriculum, Federal Programs, Federal Regulation, *Government School Relationship, National Surveys, *Organizational Theories, Predictor Variables, School Administration, *School Organization, Secondary Education, State School District Relationship, Statewide Planning

Identifiers-Rules and Regulations

Data obtained in a 1977 survey of 10 percent of the secondary school principals in the United States were subjected to statistical regression analysis to determine the relative effects of two types of school centralization. Fragmentary'' centralization involves the imposition of central control over specified facets of education in a number of settings, as is the case, for example, in federal categorical programs. Integrative'' centralization, implemented only at the state level, places all aspects of schools' and districts' educational functions under one central hierarchy. The analysis revealed that, as hypothesized on the basis of organizational theory, fragmentary centralization is accompanied by expansion of the administrative and macrotechnical (curricular program) structures of local schools. Integrative centralization, on the other hand, encourages simplification of these structures. This report discusses the theoretical background, hypothesis development, research strategy, data analysis, results, and conclusions of the study. The limitations of the original data are discussed in the report. An appendix presents the items included in the original questionnaire. (Author/PGD)

ED 221 004   EC 150 028

Federlein, Anne Cairns And Others

Special Education Preschoolers: Evaluating Their Play.

Pub Date-Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Disabilities, *Mainstreaming, *Play, Preschool Education, *Student Placement

In a study of the level, complexity, and initiations of play behavior in 15 handicapped segregated, 15 handicapped mainstreamed, and 15 nonhandicapped mainstreamed preschoolers, Ss were observed during free play. Play levels, according to hierarchies of M. Parten and J. Piaget, as well as the play initiator were recorded every 3 minutes for 90 minutes. Groups differed in their use of onlooking, solitary and parallel play, total play complexity, and adult initiation of behavior. Handicapped segregated Ss performed more poorly than either the handicapped mainstreamed or the nonhandicapped Ss on each variable. There was no difference in the performance of the two mainstreamed groups. Findings were taken as supportive of the principle of least restrictive environment in P.L. 94-142, the Education for All Handicapped Children Act. (Author)

Language Tests, Limited English Speaking, *Second Language Instruction, Sociolinguistics, *Testing

The following papers are included in this volume dealing with issues and research in language assessment: (1) Sociolinguistic Foundations of Language Assessment,'' by J. L. Ornstein-Galicia; (2) Language Proficiency Assessment: Research Findings and Their Application,'' by C. Rivera and C. Simich; (3) The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing,'' by M. Swain and M. Canale; (4) Dilemmas in Diagnosis,'' by R. L. Thorndike; (5) Language Proficiency Assessment: Issues and Definitions,'' by R. E. Baecher; (6) Foreign Language and Bilingual Assessment: Issues Approaches,'' by P. Woodford; (7) Integrating Language Assessment with Teaching Performance in Subject Areas,'' by G. D. Keller; (8) On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures,'' by B. Wald; (9) Language Assessment Practices and Policies at Colleges and Universities,'' by S. Seidner; and (10) Data Collection and Language Assessment Policy,' by S. Duron. (AMH)

ED 221 043 FL 013 150

Wallerstein, Nina
Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
Report No.-ISBN-0-201-09290-X
Pub Date-82
Note-209p.
Available from-Addison-Wesley Publishing Company, Inc., Reading, MA 01867 ($11.85).
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adult Basic Education, Class Activities, Critical Thinking, *Culture Conflict, *English (Second Language), Ethnicity, Group Discussion, Immigrants, *Learning Activities, Lesson Plans, Minority Groups, Postsecondary Education, *Problem Solving, Refugees, *Second Language Instruction, *Student Needs, Teaching Methods
Identifiers-*Freire (Paulo)

This book grew out of an actual experience developing and implementing a problem-solving process, using the Paulo Freire approach, for teaching English as a second language (ESL) adult students. This process implies a serious and long-term commitment to developing critical thinking skills. The first part of the book discusses who the students are, including their language and cultural problems; social and economic problems of ESL students; and the American Way'' of life. It also covers the problem-solving teaching approach, a number of teaching techniques, and indications of ways the situation method can be adapted to a realistic problem-solving approach. The second part of the book presents student units, with an introductory essay on writing a new curriculum. The units are on the following topics: (1) autobiography, (2) the family, (3) culture and conflict, (4) neighborhoods, (5) immigration, (6) health, (7) work, and (8) money. The text concludes with an essay on immigration policies and statistics, and a listing of resources. (AMH)

ED 221 064 FL 013 246

Lattey, Elsa
Foreigner Talk in the U.S. and Germany: Contrast and Comparison.
Pub Date-81
Note-17p.; Condensed version of this paper was presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Discourse Analysis, Foreign Nationals, *German, Language Research, *Language Styles, *Language Usage, Native Speakers, North American English, *Pragmatics, Sociolinguistics, *Speech Communication
Identifiers-*Foreigner Talk

Foreigner talk (FT) has been characterized as speech used by speakers of a language to outsiders who are felt to have limited command of a language or no knowledge of it,'' or the variety of language that is regarded by a speech community as primarily appropriate for addressing foreigners.'' A study was carried out in Germany to discover by means of a comparison of English and German FT why FT in Germany appears obtrusive in contrast to FT in the United States where it does not stand out. Three data-collection procedures were used: (1) a self-analysis elicitation of 10 stimulus sentences translated from Ferguson's stimulus sentences in a similar project in the United States in English, (2) secret recordings of FT responses to requests for directions by two foreign students, and (3) openly recorded native-foreign interaction in a municipal office for foreigner matters. The differences in the processes involved in FT are variously reflected in the two languages. Simplification processes lead to language-specific variation. Clarification processes seem to be the same for both languages. Expressive/identifying processes are also the same, although it appears that the familiar pronoun du'' is used more frequently with those national groups perceived to be lower down on the status hierarchy scale. The 10 sentences used in the data collection are appended. (AMH)

ED 221 081 HE 015 273

Waggaman, John S.

Surrogate Learning Measures: Credit, Other Units and Non-Credit.

Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.
Pub Date-Sep 80
Note-151p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Classification, *College Credits, *College Curriculum, Community Colleges, *Course Descriptions, Credit Courses, General Education, Higher Education, Power Structure, Recordkeeping, Remedial Instruction, *School Catalogs, School Registration, *State Colleges, State Surveys, *Statewide Planning, Vocational Education
Identifiers-*Florida, Statewide Course Numbering System

A study of various forms of credit or non-credit used in Florida colleges and universities examines their relationship to traditional college credit, courses, and programs. An expansion in the kinds of credit and their usage is a focus of concern of Florida's Statewide Course Numbering System (SCNS). The practices of Florida postsecondary institutions as they created all forms of credit are reported, and the results of a search for the formal authority and constraints on the uses of the different kinds of credit are outlined. The creation and maintenance of a reliable statewide inventory of courses at the 37 state-supported two- and four-year colleges has raised a number of large and small issues, including the integrity of data collection, inconsistencies in catalog listings, general education patterns, authority and potential changes, developmental-remedial courses, and conversion of occupational courses to the SCNS classification system. Appendices contain a variety of documents from the SCNS and its study, and charts of program and award data from Florida's 28 community colleges. (MSE)

ED 221 097 HE 015 365

Parochka, Jacqueline
Problems in Allied Health Continuing Education.
Pub Date-Jun 82
Note-13p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (50th, Houston, TX, June 20-25, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Administrator Attitudes, *Agency Role, *Allied Health Occupations Education, College Faculty, *College Role, Coordination, *Educational Policy, Evaluation Criteria, Higher Education, Institutional Cooperation, *Professional Associations, *Professional Continuing Education, Teacher Attitudes, Teacher Role

Problems related to the delivery of continuing education programs in the allied health professions are examined, based on the viewpoints of allied health professional organizations, allied health faculty members, and continuing education administrative units. Problems as seen by professional organizations include: allied health continuing education (AHCE) is provided for membership as a tangible benefit; AHCE is considered an area for financial gain; AHCE approval process and recordkeeping is unique to the organization; and communication and coordination between and among allied health organizations is minimal or nonexistent. Problems as seen by allied health faculty members include: AHCE is an overload activity for faculty members; AHCE is provided by professional clinical sites and the clinical affiliation agreements may be jeopardized if allied health schools or colleges develop AHCE programs and the faculty compete with affiliated institutions; AHCE is a responsibility of the allied health faculty who should present the program content; and AHCE programs should not mix noncredit and credit students. Problems in AHCE as seen by continuing education (CE) administrative units include the following: revenue generated by AHCE activities must partially support the CE administrative staff; and the health care team is often discussed but few AHCE programs are developed to focus on this concept. Suggestions for solving problems include the following: encourage the establishment of national standards for processing AHCE program proposals and encourage allied health professional organizations to establish a uniform approval form. (SW)

ED 220 723 CE 033 968

Mocker, Donald W. Spear, George E.

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0025
Note-39p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN241, $3.75).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Learning, Definitions, *Educational Research, *Independent Study, *Lifelong Learning, *Models, *Nonformal Education, State of the Art Reviews
Identifiers-Conceptual Analysis, *Informal Education

A model is presented to help clarify the concept of lifelong learning. Constructed on the idea that an operational definition of lifelong learning should be based on the locus of control for making decisions about the goals and means of learning, the model is a two-by-two matrix of learner and institution that represents four identified situations of learning: formal (learners have little control over the objectives or means of learning); nonformal (learners control the objectives but not the means of learning); informal (learners control the means but not the objectives of learning); and self-directed (learners control both the objectives and means of learning). The model is interpreted as demonstrating how all planned or deliberate learning is located along a continuum; the concept of control provides the basis for classifying the various types of lifelong learning. From the model the authors also suggest that lifelong learning is neither the domain of a particular age group nor a single program or piece of legislation; it is a composite of many programs, pieces of legislation, and learner-initiated activities. To further clarify the model, expansions (based on research) of formal, nonformal, and informal learning are provided. Then, using the established model, an in-depth examination is made of the ultimate state of learner autonomy: self-directed learning. Included in the discussion is a review of previous research and a look at current research and trends. A list of references concludes the paper. (CT)

ED 220 766 CG 016 172

Wilson, M. Lee

Personality Variables in Female Homosexuality.

Pub Date-82
Note-11p.; Paper presented at the Alaska Behavioral Science Conference (Alaska, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Females, *Individual Differences, Interpersonal Attraction, *Lesbianism, *Personality Assessment, *Personality Traits, Sex Role
Identifiers-*California Psychological Inventory

Most of the debate among the behavioral sciences about the interaction between choice of sexual object and personality characteristics has dealt with male homosexuality. To explore the personality variables of female homosexuals, 46 heterosexual and 46 homosexual women took the California Psychological Inventory. Comparison of the results indicated a personality pattern difference between homosexual and heterosexual women; however, most of the differences were slight. Neither group showed pathological personality patterns, supporting the contention that homosexuality as a clinical entity does not exist. On an individual basis, homosexual and heterosexual profiles could not be distinguished. The findings suggest that further research with a larger and more diversified sample is needed. (JAC)

ED 220 585 CE 032 530

Talbert, Willisteen

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Spons Agency-South Carolina Appalachian Council of Governments, Greenville.

Pub Date-Feb 82

Note-131p.; For related documents see CE 032 524-529.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Abbreviations, Articulation (Education), *Business Communication, *Business English, Business Skills, Capitalization (Alphabetic), Communication Problems, Communication Skills, *Competency Based Education, Grammar, Guidelines, Job Skills, Language Skills, Listening Skills, *Office Occupations Education, Postsecondary Education, Program Development, Program Implementation, Punctuation, Secondary Education, Speech Skills, Spelling, Vocational Education, Writing (Composition), Writing Skills

Developed during a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning module for a course on Business English. Various aspects of implementing and articulating secondary and postsecondary Business English courses are covered, including course content, performance standards, student-teacher agreements, suggested instructional times, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. Among those topics addressed in the task sheets are grammar; punctuation; abbreviations; capitalization; developing paragraphs; using reference materials; composing business letters, short memorandums, correspondence, and reports; developing a bibliography; demonstrating oral conversation skills; using positive body language; developing listening skills; and solving communication problems. The task sheets contain some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

ED 220 744 CG 016 149

Smith, Kemper D., III

The Application of Territoriality: Its Scope and Impact.

Spons Agency-American Coll. Personnel Association, Washington, D.C. Commission III - Task Force on Living Learning Centers.

Pub Date-Mar 82

Note-13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Housing, College Students, *Dormitories, Group Unity, Higher Education, *Interior Design, Morale, *Physical Environment, *Program Effectiveness, Sex Differences, Student Development, Student Participation, *Student Reaction

Identifiers-*Territoriality

Student affairs professionals have recognized the importance of physical environment to students' total development and have implemented strategies to enhance the territorial behavior of dormitory residents. However, little research has been done to assess the effectiveness of residence hall personalization programs which allow students to paint and decorate their rooms. A survey of 159 colleges and universities revealed that although most colleges had done no formal evaluation, 38% indicated that damage to public areas had decreased and 62% indicated that their retention rate had increased or remained the same. Fifty percent noted an increased cohesiveness among residents on floors with personalization programs. Personalization of the residence hall was equally accepted by both sexes in all dormitories. In general, the more freedom students had in personalizing their space, the higher their level of territorial behavior. The findings suggest that more and improved assessment techniques are needed to understand the impact of residence hall personalization programs. (JAC)

ED 220 809 CS 006 798

Osburn, Bess Bobruk, Toni

The BASAL: What Does It Demand of the Beginning Reader?

Pub Date-Dec 81
Note-35p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basal Reading, Beginning Reading, Cognitive Development, Content Analysis, *Decoding (Reading), Elementary Education, Language Acquisition, Reading Comprehension, *Reading Research, *Reading Skills, *Textbook Content, *Textbook Research, Writing (Composition)

To determine the general characteristics of beginning reading materials, to establish categories in regard to concepts and the instruction of concepts, and to search for a common framework among concepts, a study surveyed six popular, widely promoted basal series which had been copyrighted within the past 5 years. For each lesson, the stated objectives, method of presentation, language to be used by the teacher, opportunities to confirm the students' acquisition of the concepts presented and the extension activities were examined. In the first survey over 50 separate objectives were identified, indicating the diverse assortment and varied sequencing within the programs. The second examination identified six categories that encompassed all the objectives: general concepts, decoding (letters and words), language development, comprehension of written discourse, directionality of print, and concepts about written language. Findings show that some programs contained very little written language and the language that was included did not seem intended to communicate messages. Series did not include informal assessments to determine the child's knowledge of word, letter, sentence, and sound concepts. The cognitive limitations of young children also did not seem to be considered, since some of the materials began with the most abstract and ambiguous units of language graphophonic relationships. An assumption that seemed implicit in the programs is that all children need the same rigid sequence of skills, but over all, findings suggest that the authors did not agree upon the objectives and concepts necessary to teach these skills. (HOD)

ED 220 830 CS 206 933

Chu, Leonard L.

Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation.

Pub Date-Jul 82
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Chinese Culture, Communism, *Foreign Countries, *Freedom of Speech, *Journalism, Newspapers, *Press Opinion, *Rhetorical Criticism
Identifiers-*China

In theory, the Chinese Communist press is required to engage in criticism of other institutions and of Party or government bureaucrats through its news coverage and self-criticism of its own mistakes in response to criticism from readers. In practice, Party control of the press prevents any effective criticism or self-criticism. Basically, the newspapers must follow the party line, usually criticizing policies and factions now out of favor. Ideological error in such criticism can even result in the death of journalists. Even though newspapers are now much livelier and carry more critical reports than they did during the drab Cultural Revolution years, their freedom in news coverage and criticism is as precarious as before. In conclusion, criticism and self-criticism do serve some functions, mostly of distribution control, but these are far outweighed by their dysfunctions. Although from a macro-sociological perspective the Communist Chinese Press performs the same system maintenance function as the western press, its control by the Party prevents it from effectively fulfilling this function. (JL)

ED 220 850 CS 207 173

Cappuccilli, Phyllis J.
Integration Pub Date-Jul 82
Note-20p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Preparation, *College School Cooperation, *Curriculum Development, Curriculum Evaluation, Curriculum Guides, Inservice Teacher Education, Interdisciplinary Approach, Secondary Education, *Teacher Attitudes, *Writing Instruction
Identifiers-*Writing across the Curriculum

A program for the 1982-83 year at Rensselaer Central High School (Indiana) includes procedures for integrating college needs and expectations with those of high school, establishing an inservice program for involving teachers in an across-the-curriculum'' writing program, and proposing a course of study for the school's college preparatory program. The current curriculum guide for the college preparatory program will be modified to include criteria for the selection of works of literature and new composition and vocabulary skills exercises. Guest lectures and field trips to nearby colleges are also proposed for part of the program. A questionnaire will be used to determine the common concerns of high schools and colleges. Given to participants at an NEH summer institute, it revealed a wide range of opinions and differences between high school and college teachers, though both groups agreed that rewriting skills should be an area of greater concern. Inclusion of student responses in the future will increase the questionnaire's validity. An inservice program will be used to confront the problems of parent/teacher/administrator involvement and to encourage all concerned, including students, to participate in an across-the-curriculum writing program. (JL)

ED 221 005 EC 150 029

Meece, Judith L. Wang, Margaret C.

A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date-Mar 82

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Competence, *Disabilities, Friendship, Interaction, *Mainstreaming, Peer Relationship, Primary Education, *Resource Room Programs, Self Evaluation (Individuals), *Social Development, Student Attitudes, Student Placement

The social outcomes of two mainstreaming programs were compared for 24 first through third grade handicapped children. Ss were randomly assigned to one of two placements: a traditional resource room or an adaptive educational program. Placement differed in the amount of time students spent in an integrated setting, the instructional practices, and the opportunities for both instructional and social interactions. Observational data on classroom processes were analyzed to document the distinguishing characteristics of the social and academic environments in which the Ss were placed. Differences were then examined in relation to Ss' self repots of competence, friendship patterns, and peer acceptance. Results revealed that social outcomes varied merkedly across the two programs. More positive trends were uncovered in the adaptive program where children were placed in the integrated setting on a full time basis, learning assignments were matched to ability levels, itinerant services were provided as much as possible within the classroom, and opportunities to interact with peers and form personal relationships were frequent. Handicapped Ss in the adaptive education program had higher self ratings of competence and received higher peer acceptance ratings than did handicapped Ss in the resource room program. (Author)

ED 221 024 FL 013 113

Ornstein-Galicia, Jacob L.

Sociolinguistic Foundations of Language Assessment.

Pub Date-82

Note-22p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, Bilingualism, Cultural Awareness, Elementary Secondary Education, Interdisciplinary Approach, *Language Tests, *Second Language Instruction, *Sociolinguistics, *Testing

An answer to the question of what sociolinguistics has to offer to the art of language assessment is sought in exploration of the following topics: (1) a history of the development of sociolinguistics and an outline of the research on dialectology; (2) a review of basic sociolinguistic foundations and theories about language, society, domains of language activity, variables influencing one's performance in a given language, community vs. home standards, and insights for the classroom; (3) application of these notions to language assessment and related operations, with emphasis on implications of language variation for both second language instruction and bilingual education; (4) the objective of sociolinguistics to sensitize the individual to discriminate among the language varieties and to be more aware of the existence of options in the world of language and speech; and (5) a discussion of various types of research which can be performed inexpensively at the community level. In connection with the research section, a number of examples of such projects are given along with explanatory charts. While acknowledging the magnitude of the task, the study suggests that instruments be so constructed that allowance is made for varying linguistic options and that teachers, testers, and administrators be programmed sociolinguistically. (AMH)

ED 220 699 CE 033 795

Stark, Pamela

Handwashing Technique. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-20p.; For related document see CE 033 794. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Hygiene, Individualized Instruction, Instructional Materials, Learning Modules, Performance Tests, Postsecondary Education, *Sanitation, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on handwashing. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, a student performance checklist, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 567 CE 029 880

Electricity. A Bilingual Text Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
Spons Agency-California State Dept. of Education, Sacramento.
Report No.-ISBN-0-02-820440-9
Pub Date-81
Note-148p.; For related documents see CE 029 881-882.
Available from-Los Angeles Unified School District, Attention: Career Education Specialist, 1320 W. Third St., Los Angeles, CA 90017 ($5.59, plus 6.5% sales tax in California).
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051) - Translations (170)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingual Instructional Materials, Career Education, Electrical Occupations, *Electricity, Learning Modules, Lesson Plans, Postsecondary Education, Safety, Secondary Education, *Spanish Speaking, *Units of Study, *Vocational Education

This booklet is a course of instruction in electricity in a two-column, English-Spanish format. Following an introduction to electricity and a lesson on safety, the booklet contains 21 units covering the following topics: ways to produce electricity; basic circuits; electrical measurements; electric generators; transformers, symbols and components; color codes; Ohm's Law; meters; the electron tube; diodes and transistors; sound waves; communication by radio; project planning, measurement, and layout; tools and equipment; drilling and punching holes; soldering; fasteners; finishing materials; and careers in electricity. Each unit provides information illustrated by line drawings and photographs and a review section consisting of words used in the lesson, discussion topics, and test questions. A glossary and a list of abbreviations and symbols used in electricity trades are included in the booklet. (KC)

ED 220 623 CE 033 484

A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-Jun 82
Note-41p.; For related documents see CE 033 485-486.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Admission (School), *Admission Criteria, College Entrance Examinations, Disabilities, *Equal Education, Postsecondary Education, Program Development, Program Effectiveness, Racial Discrimination, Secondary Education, Sex Fairness, State Programs, *Vocational Education
Identifiers-*Missouri, *Nondiscriminatory Assessment

A project was undertaken to identify a set of validated, nondiscriminatory admissions criteria for all vocational programs in Missouri's area vocational schools, junior colleges, and comprehensive high schools. Specifically, the criteria were to ensure admissions to a program to all persons without regard to race, color, national origin, sex, or handicap and to ensure that those students selected would have a reasonable chance to succeed in the program of their choice. Included among the activities completed during the project were the following: (1) a literature search; (2) a survey of secondary and postsecondary level administrators, counselors, and teachers to identify nondiscriminatory admissions criteria; (3) development of a comprehensive admissions model; (4) development of a suitable admissions policy; (5) identification of suggested general and supplemental admissions tests; (6) establishment and field testing of program cut-off scores; (7) field testing of the project-developed admissions criteria and policies; and (8) development of an admissions handbook. (MN)

ED 220 679 CE 033 642

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1

Marine Corps, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-146p.

Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Arithmetic, *Digital Computers, *Electric Circuits, *Electronic Technicians, *Equipment Maintenance, Individualized Instruction, Instructional Materials, *Mathematical Logic, Mathematics, Military Personnel, Military Training, Postsecondary Education, Secondary Education, *Technical Education
Identifiers-Binary Arithmetic, Boolean Algebra, *Computer Logic, Military Curriculum Project

Targeted for grades 10 through adult, these military-developed curriculum materials consist of a student lesson book with text readings and review exercises designed to prepare electronic personnel for further training in digital techniques. Covered in the five lessons are binary arithmetic (number systems, decimal systems, the mathematical form of notation, number system conversion, mathematical operations, specially coded systems); Boolean algebra (basic functions, signal levels, application of Boolean algebra, Boolean equations, drawing logic diagrams, theorems and truth tables, simplifying Boolean equations); logic gates (diode logic circuits, transistor logic circuits, NOT circuits, EXCLUSIVE OR circuits, operational analysis); logic flip-flops, circuits, and magnetic cores; and logic circuits (counters, registers, adders, decoders, and analog-to-digital encoders). The lessons are designed for student self-study and present basic information concerning computer logic and electronic maintenance. (MN)

ED 220 767 CG 016 173

Simerly, D. Emily Ruback, R. Barry

Occupational Sex Roles and Occupational Prestige.

Pub Date-Mar 82
Note-13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, Attitude Measures, College Students, Congruence (Psychology), Higher Education, *Nontraditional Occupations, *Occupational Information, Sex Bias, *Sex Role, *Sex Stereotypes, *Work Attitudes
Identifiers-*Prestige

Past studies on the sex-typing of occupations have used a single bipolar scale, ranging from masculinity to femininity. An empirical examination of both occupational sex roles and occupational prestige was conducted using two unipolar scales to assess masculinity and femininity. College students (N 183) rated 94 occupations, which were then characterized as androgynous, masculine sex-typed, feminine sex-typed, or undifferentiated, in addition to the Personal Attributes Questionnaire (PAQ). Ratings of the prestige of the occupations revealed that androgynous occupations were judged to be significantly more prestigious. Results showed that sex role measures were applicable not only to individuals but also to the roles that individuals occupied. The findings indicate that the use of two unipolar scales permits a finer distinction in sex-typing occupations. (Author/JAC)

ED 220 790 CS 006 662

RIM Reading Skills Guide. Revised.

Fairbanks North Star Borough School District, AK.

Pub Date- 79

Note-35p.; For related document see CS 006 663.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, Elementary Education, Models, *Reading Comprehension, *Reading Instruction, Reading Skills, *Study Skills, Teaching Guides, *Vocabulary Development, *Word Recognition, Word Study Skills

This reading skills guide for grades kindergarten through six is based on the Readiness-Instruction-Maintenance model, which is designed to serve as an aid in the teaching of reading by supplying a cohesive framework for the instruction and acquisition of basic reading skills. In the RIM model, readiness (R) stands for exposure to the skill, mastery not expected; instruction (I) stands for formal presentation with expectation of 80% mastery on tests at that grade level; and maintenance (M) stands for review and expansion of the skills previously presented. The guide is organized with emphasis on the following points: (1) it is geared toward the average student at each grade level; (2) each skill is written as a behavioral objective; (3) the four major reading skills of word analysis, vocabulary, comprehension, and study skills are addressed at each grade level; and (4) each objective is written to allow for increasing degrees of difficulty according to the grade level in which it will be used. (HOD)

ED 220 890 CS 503 943

Nebraska Speech, Debate, and Drama Manuals.

Nebraska School Activities Association, Lincoln.
Pub Date-82
Note-57p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Competition, *Debate, *Extracurricular Activities, Faculty Handbooks, *Oral Interpretation, *Public Speaking, Secondary Education, Speech Communication
Identifiers-Nebraska, *One Act Plays

Prepared and designed to provide general information in the administration of speech activities in the Nebraska schools, this manual offers rules and regulations for speech events, high school debate, and one act plays. The section on speech events includes information about general regulations, the scope of competition, district contests, the state contest, speech judges, and schools registered for speech. Also included are rating sheets for the oral interpretation of serious prose literature, humorous prose literature, poetry, and drama; original public address; entertainment speaking; extemporaneous speaking; informative public speaking; and duet acting. The section on debate includes information about general regulations, the state contest, debate ballots, debate judges, and schools registered for debate. A sample outstanding performer ballot is included. The one act plays section provides information about one act plays, general regulations, district contests, the state contest, one act play judges, and one act play classifications. Also included is a sample play production ballot. (HOD)

ED 220 928 EA 014 848

Watson, Norman E.
Making the Case for Changing Public Policy.
Pub Date-81
Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)

Document Not Available from EDRS.
Descriptors-Administrative Policy, Bureaucracy, Change Strategies, *Community Colleges, *Educational Change, Educational Policy, *Educational Technology, Policy Formation, Two Year Colleges
Identifiers-*California, *Rules and Regulations

Traditional ways of dealing with personnel, with reporting procedures, and with funding mechanisms will require close study to ascertain the extent to which they assist or obstruct community colleges' abilities to fully utilize recently developed electronic technology for educational purposes. This document considers how California community colleges seeking to change with the times have had to address difficulties created by legislative, policy, or administrative regulations. Assumptions that community colleges were essentially 2-year extensions of secondary schooling had to be changed so that attendance and student supervision regulations could be modified to allow instruction through technological media. A slow process of revising laws and regulations followed. The author concludes from an examination of these developments in California that (1) current laws and regulations contain archaic provisions that will continue to impede progress; (2) modifications in public policy must continue if community colleges are to remain innovative and flexible institutions; and (3) external vigilance is essential to prevent the proliferation of simple-minded regulatory solutions to complex policy questions. (Author/PGD)

Wiener, William K.
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation.
Pub Date-Mar 82
Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to marginal legibility of portions of original document.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Community Attitudes, *Community Involvement, Educational Planning, Elementary Secondary Education, Mainstreaming, Models, Parent Attitudes, *Parent Participation, *Parent School Relationship, *Participative Decision Making, Program Implementation, *School Community Relationship, *Special Education, Teacher Attitudes
Identifiers-*Assessment Confrontation Strategizing Model, Education for All Handicapped Children Act

The Assessment-Confrontation-Strategizing Model for developing parent and community involvement in school decision-making consists of three stages. In the assessment stage parent perceptions of the permeability of the school's psychosocial boundaries are examined and the differing educational values held by teachers, administrators, and representatives of parents and community members are measured. Representatives of parents and the community face teachers and administrators in a three-way confrontation in the next stage, permitting members of each group to learn how they are perceived by the others and to express how they perceive themselves. In the third stage, force field analysis is used to analyze the forces revealed in the first two stages, to develop objectives, and to generate and rank strategies for meeting the objectives. This report describes the model and the sources of its processes and recounts two successful applications of the model in schools attempting to comply with the Education for All Handicapped Children Act. One school was an elementary school implementing mainstreaming with a resource room program. The other was a special school for profoundly to moderately mentally handicapped and multiply handicapped students from three county school districts. (PGD)

ED 221 044 FL 013 159

Reid, Joy M. O'Brien, Maryann
The Application of Holistic Grading in an ESL Writing Program.
Pub Date-Mar 81
Note-22p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English (Second Language), *Evaluation Criteria, *Holistic Evaluation, Language Tests, *Scoring, Test Reliability, Test Validity, *Writing (Composition), *Writing Evaluation

Holistic evaluation, defined as the grading of an entire piece of writing without tallying or correcting specific errors, is discussed as preferable to discrete point testing or objective measures in assessing writing proficiency of English as a second language (ESL) students. The assessment process, in which the papers are evaluated as excellent, good, average, fair, or poor in each of three areas (English structure, content, and organization) is described. Some preliminary research results in using holistic evaluation for ESL writing are reported and the method is found to be a reliable and valid measure. The scoring sheet and evaluation guide are appended. (EKN)

ED 221 065 FL 013 247

Wenden, Anita L.

The Processes of Self Directed Learning: A Study of Adult Language Learners.

Pub Date-81

Note-37p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Learning, English (Second Language), Experiential Learning, *Independent Study, Interviews, *Language Processing, Language Research, Post Secondary Education, *Second Language Learning, *Speech Communication

A study was conducted to find out from learners how they actually direct their own language learning in a variety of social settings. In this study, self direction includes the phenomena represented by the terms conscious learning strategies,'' either a focused approach or a general strategy, and self directed learning,'' in distinction from collaborative and institutional learning. The data were derived from interviews with 25 adult learners who had lived in the United States for no longer than 2 years. They were asked to fill out a grid of social settings in which they usually found themselves and the language they used in each one. The interview required that they reflect upon language experiences in these social situations. Analysis of the data revealed that these adults directed their own learning by engaging in the following assessments and action decisions: coping, designating, discriminating, evaluating, planning, self analyzing, and theorizing. Each of these processes is illustrated and defined by referring to the experiences of four of the learners; these definitions are amplified by reference to the self reports of all the interviewees. Interview questions, profiles of the four learners mentioned above, the interview schedule, and tables of processes and outcomes are appended. (AMH)

ED 221 082 HE 015 277

McKibben, Joyce

The University in Colonial Spanish America: A Historiographical Survey.

Pub Date- 76
Note-24p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Role, *Colonialism, *Educational History, European History, *Higher Education, Land Settlement, *Latin American History, Political Influences, Power Structure, Social Class, *Social History, Social Influences, *Spanish Culture, Universities, Values

Cities and religious orders in colonial Latin America competed vigorously and often bitterly to acquire a university, but little is understood of the cultural impact of the university on cities, regions, or the colonial system. The university in the Spanish colonies derived its organization and traditions from the University of Salamanca, a cathedral school, and the medieval universities of Europe. Royal grants and papal bulls were necessary for official establishment under Spanish law, and both the University of Mexico and the University of San Marcos in Lima claim to have been the first university in the American continent. Issues of autonomy and religious ties emphasize the importance of the university in colonial society, and some disagreement exists among historians about the strength of the ties. Social control and reinforcement of class values are seen as the ultimate purposes of the colonial institutions, but several theories exist about the sources and force of the influence. It is concluded that the colonial university served the dual purposes of educating the Creole aristocracy while preserving religious and political orthodoxy in the colonies. Various theories exist about the institutions' educational philosophies and intellectual life. Archival historical materials are plentiful; scholarly interpretation of them is recommended for more complete understanding of the cultural impact of the colonial universities. (MSE)

ED 221 098 HE 015 366

Nelson, Robert B. Urff, Donna M.

Withdrawing/Nonreturning Students at the University of North Dakota.

North Dakota Univ., Grand Forks. Div. of Student Affairs.
Report No.-UND-RR-SA-012282
Pub Date- 82
Note-37p.
Available from-University of North Dakota, Division of Student Affairs, Grand Forks, ND 58202.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Advising, Academic Aspiration, *College Students, *Dropout Attitudes, Higher Education, Institutional Research, Interpersonal Relationship, School Holding Power, State Universities, *Student Attrition, *Student College Relationship, Student Needs, Student Personnel Services
Identifiers-*University of North Dakota Grand Forks

Reasons accounting for attrition of University of North Dakota (UND) students were investigated. UND students who were enrolled during fall 1976-1977 through fall 1979-1980 as new freshmen and who terminated their studies without earning a degree between spring 1978-1979 to fall 1979-1980 were surveyed. The 237 respondents represented a response rate of 32.9 percent. The American College Testing Program's Withdrawing/Nonreturning Student Survey was administered. Respondents were typically female (60.7 percent) and between the ages of 20 and 25 years (84.4 percent). The decision to leave the university typically occurred during the freshman or sophomore year. The respondents who left UND prior to earning a degree indicated that the primary reason was to attend a different college or because they wanted to move. Major factors underlying the decision to attend a different college included (1) the desired major not being offered, and (2) dissatisfaction with a variety of other aspects of the institution. The decision to move seemed to be primarily related to travel desires. Although students generally reported satisfaction with the services and characteristics of UND (as well as with their decision to enroll), some potential areas for improvement were identified. It was found that three of the nine areas of least satisfaction concerned academic advising. It was also found that 27.4 percent of the respondents were dissatisfied with the concern shown for them as individuals. More than one-fourth of the respondents did not know about campus programs/services that might have helped them in the decision to transfer, withdraw, or remain in school. Four of every 10 left without formally withdrawing. It is concluded that dissatisfaction with certain university functions may influence student decisions to leave UND and that a positive change in the attitude of faculty and staff toward students and improvement in the quality of academic advising may help improve the retention rate. A questionnaire is appended. (SW)

ED 220 604 CE 033 409

Vittetoe, Jerry

Data Processing Volume I. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-BOE-15-I
Pub Date-Jul 82
Note-568p.; Not available in paper copy due to colored paper in the original.
Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 ($25.00).
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Computer Programs, Computers, *Computer Science, Course Descriptions, *Data Processing, *Data Processing Occupations, Employment Opportunities, Job Skills, Learning Activities, Lesson Plans, Office Occupations Education, *Programing, Programing Languages, Teaching Guides, Transparencies

These instructional materials are intended as a guide for the instructor of a block course in introductory vocational data processing. A textbook and supplementary materials of the instructor's choice would probably be used in conjunction with these materials. Topics covered in the 11 units are background and uses of data processing, input/output devices and media, data entry and manual accounting, central processing unit, introduction to control systems, program planning, basic programming, RPG (Report Program Generator) computer programming, COBOL programming, careers in data processing, and laws, ethics, and issues. Each unit may contain some or all of the following: unit and specific objectives; lesson outline with suggested instructor and student activities, and list of needed instructional materials; information sheets in outline form; handouts; transparency masters; assignment sheets; answers to assignment sheets; job sheets, unit examination; and answers to examination. Appendixes include a resource list and glossary. (YLB)

ED 220 642 CE 033 540

Cartwright, Laura W.
Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Jan 81
Note-63p.; For related documents see CE 033 539-551 and CE 033 821.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Inservice Teacher Education, National Organizations, Organizational Objectives, Organizations (Groups), Postsecondary Education, *Professional Associations, *Professional Development, Professional Services, *Profiles, Program Descriptions, Secondary Education, Vocational Education, *Vocational Education Teachers
Identifiers-*Mississippi

This directory is one of a series of publications developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide vocational educators with information for personal and professional development. The directory provides Mississippi vocational educators with a listing of professional organizations dedicated to furthering the causes of vocational education. The directory is organized in four sections. Following an introduction in the first section, the American Vocational Association and the Mississippi Association of Vocational Educators are given special emphasis in section 2. Other organizations are listed in the third section by the following service areas: administration, agriculture, business education, distributive education, guidance, health occupations, home economics, industrial arts, technical education, trade and industrial education, cooperative work experience, special needs, and general. The final section lists four professional education organizations for all teachers: National Association of Professional Educators, Mississippi Professional Educators, National Education Association, and Mississippi Association of Educators. Information given about organizations listed in the directory includes name, address, purpose, publications, dues, contact person, and services provided. (KC)

ED 220 661 CE 033 575

Elliott, LaVerne And Others
A Guide for Authoring and Programming Computer-Assisted Instruction.
Chemeketa Community Coll., Salem, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Mar 82
Note-54p.
Available from-Chemeketa Community College, 4000 Lancaster Drive, NE, P.O. Box 14007, Salem, OR 97309.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Autoinstructional Aids, Behavioral Objectives, *Computer Assisted Instruction, Computer Programs, Evaluation Criteria, Information Dissemination, *Lesson Plans, *Material Development, Programing, *Teacher Developed Materials
Identifiers-Authoring Aids, *Learning Strategies

Created to help teachers develop, evaluate, and use computer-assisted instruction (CAI), this guide is intended for first-time'' CAI authors who do not program. (As used here, an author is the teacher who designs and develops objectives and content and creates learning strategies for CAI.) Content of the guide is organized into the five stages in the production of CAI software or coursework. Discussion of state 1 considers development of the authoring design, a generally written plan for the CAI lesson; development of specific learning objectives; writing of content or information to be included in the lesson; and joint author-programmer planning. The largest section focuses on the second stage, the selection of the learning strategies that can best be used to confront students with a given content of knowledge. These strategies are discussed: dialogue, drill and practice, problem solving, and simulation. Samples are provided. In the next three sections, suggestions and guidelines are offered for stage 3, programming; stage 4, evaluation; and stage 5, use and distribution. Appendixes include a glossary, a sample system of evaluation, a sample abstract of a CAI lesson, a sample user's guide for a CAI lesson, and a bibliography. (YLB)

ED 220 851 CS 207 177

Smorada, Claudia K.

The Personal Development Seminar: Probing Disciplinary Perspectives.

Pub Date-Jul 82

Note-20p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, *Critical Thinking, Discovery Processes, Evaluation Methods, Higher Education, *Interdisciplinary Approach, *Models, *Problem Solving, Teaching Methods, *Values Clarification, *Writing Instruction, Writing Skills

A new core curriculum at Newmann College (Pennsylvania) aims to provide liberal learning through cross-disciplinary instruction without destroying the identity of specific content areas. The Collaborative Probing Model (CPM) provides a basis for the kind of creative self-control that will lead to flexible work within and between disciplines. This model interrelates discovery, process, and assessment. Using the CPM, a personal development seminar course can integrate problem solving, critical thinking, values clarification, and communication skills. Discovery in this course consists of probing all avenues of information (what one already knows, what one learns from the media, what one learns from friends and others, what one learns from reading, and so forth). Assessment includes self, peer, and teacher intervention. Process implies several approaches which are designed to allow students to see themselves as writers. Discovery through journal keeping will interact with process to allow growth in abstract reasoning. A combination of assessment and process can occur when peer review is incorporated in a collaborative learning setting. An introduction to problem solving also joins assessment to process as students learn to represent things to themselves in order to judge critically what they read, write, and hear. The true point of synergy occurs when all three activities are working recursively together in the writing/reasoning model (CPM). A pilot project of the CPM approach with a group of PACE (Program for Academic Competence and Enrichment) students will present an opportunity to test this theory of holism. (HOD)

Schubert, Nancy A.

Sex-Role Stereotyping in Caldecott Award Books.

Pub Date- 80
Note-12p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, Child Development, *Childhood Attitudes, *Childrens Literature, *Content Analysis, *Negative Reinforcement, *Picture Books, Sex Bias, Sex Role, *Sex Stereotypes, Textbook Research
Identifiers-*Caldecott Award

Addressing the problem of sex stereotyping in the literature children are exposed to before they enter school, a study examined the extent to which sex role stereotyping exists in Caldecott Award winning books. The examination of 44 books published between 1937 and 1980 revealed 7 major categories of blatant sex stereotyping: (1) the achievements of females are attributed to their good looks, (2) norms are established that limit the aspirations and self-concept of females, (3) males perform all of the brave and important deeds, (4) females most frequently show strong emotion, (5) females are stereotyped in domestic roles, (6) males sit idly by while females perform domestic occupations, and (7) only males are depicted in a variety of occupations. These findings suggest that there is a significant reinforcement of sex role stereotyping in children's picture books especially in the years when attitudes are most formative. Concerned educators, librarians, and parents can respond to these stereotypes by balancing the literature program with nonsexist books, developing an understanding of stereotypes, and providing counterexamples. (HOD)

ED 220 910 EA 014 754

Validated School Business Practices That Work. Volume III: Sharing Business Success.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Pub Date-81
Note-20p.; Incorporates materials from previous volumes (editions). Some pages may not reproduce due to small print of portions of original document.
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 2906; $3.25).
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Oriented Programs, *Demonstration Programs, Educational Facilities, Educational Finance, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, *School Administration, School Business Officials, Student Transportation, Success, Utilities, *Validated Programs
Identifiers-National Diffusion Network, *Sharing Business Success Project

Seventeen validated school business practices are described in this document. The practices were selected through the Sharing Business Success (SBS) program, in which the Federal Department of Education, 41 state education agencies, and State Associations of School Business Officials cooperate to identify successful school district practices, validate them, and disseminate them through the Joint Dissemination Review Panel and the National Diffusion Network. For each of the 17 practices included, the document provides a brief title and headnote, index terms, a lengthy description, evidence for the practice's success (in terms of effectiveness, efficiency, exportability, and cost requirements), a contact person's name, and the date of validation. Among the 17 topics covered are utility and heating management, damage and loss reports, teacher interviews, investment and cash flow management, grant administration, student attendance, payroll, transportation, insurance, food and nutrition, and extracurricular activities. The names and addresses of all state SBS coordinators and of each state's certified SBS validators are attached. (RW)

ED 220 948 EA 014 871

Dede, Christopher

The Influence of Instructional Technology on Education: Certainties and Possibilities.

Pub Date-81
Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Change Strategies, *Educational Change, Educational Planning, *Educational Technology, *Educational Trends, Equal Education, *Futures (of Society), *Technological Advancement

The unintended, secondary effects of technological innovation on society are frequently more influential in the long run than the direct and deliberate effects. This article lists some effects that are likely to happen regardless of the methods used to implement educational technologies, as well as others that are contingent on particular implementation strategies. Among the short-term likely effects of instructional technology (those occurring within a decade) are that access to education will improve, high initial investments will be followed by reduced daily operating costs, curricular quality will increase while local control and teacher initiative decrease, and the characteristics of the teaching profession, of teacher education, and of those entering the profession will change drastically. Effects that may take decades to appear include the separation of training from education, the emergence of a new definition of intelligence, the development of more rapid social change, and the evolution of a fundamentally different mode of teaching and learning. Effects contingent on implementation strategy will include the extent to which human interaction is reduced in the learning process; the degree of equity with which the advantages of educational technology are made available to learners; and the amount of control exercised over the planning of the growth of information technology. (Author/PGD)

ED 220 967 EA 014 958

Achilles, Charles M. And Others

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.

Educational Images, Inc., Knoxville, TN.
Spons Agency-Delaware State Dept. of Public Instruction, Dover.
Pub Date-Mar 82
Note-144p.; For related documents, see EA 014 959-960.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Class Rank, Discipline Policy, *Discipline Problems, Elementary Secondary Education, *Minority Group Children, Questionnaires, Racial Bias, *Racial Composition, *Racial Discrimination, School Size, School Surveys, Sex, Socioeconomic Status, Student Characteristics, *Suspension, Tables (Data)
Identifiers-*New Castle County School District DE

In the former New Castle County (Delaware) School District (reorganized into four districts in 1981), minority students were numerically overrepresented from 1979 to 1982 in suspensions from school and in placement in special education and lower academic groupings. To determine if the overrepresentation was based on discriminatory practices or not, researchers reviewed district policies and procedures and collected data through interviews, reviews of records, onsite observations, and a survey of students, teachers, administrators, parents, and selected citizens, using the Discipline Context Inventory (DCI). Variables analyzed besides race included student socioeconomic status, sex, and class rank as well as school size and percentage of minority students. Data were analyzed using ratios, percents, correlations, nonparametric statistics, and content analysis. The results of the analysis of suspensions and discipline practices, reported here in volume 1 of the study, indicate that other factors besides race could be causing minority overrepresentation in suspensions, and that no overt institutional bias in discipline is evident. The researchers, however, note problem areas in school-community relations, curriculum and instruction, and discipline. Six appendices to this volume of the report provide methodological information, further data, and a copy of the DCI. (Author/RW)

Lee, Carolyn
Nutrition. Learning Activity Package.
California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-41p.; For related document see CE 033 797. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Dietetics, Individualized Instruction, Learning Activities, Learning Modules, *Nutrition, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

This learning activity package on nutrition is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a list of definitions, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: metabolism, nutrients, basic four food groups, special diets, malnutrition, and religious restrictions. (YLB)

ED 220 724 CE 033 969

Anderson, Kathryn H., Ed. And Others

Retirement Policy: Planning for Change. Information Series No. 242.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0025
Note-67p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN242, $5.75).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Career Choice, Educational Planning, Employment Practices, *Federal Legislation, Labor Force, Labor Problems, *Labor Supply, Occupational Mobility, *Older Adults, Preretirement Education, Program Design, *Public Policy, *Retirement, *Retirement Benefits, Vocational Education, Vocational Education Teachers

This compilation of four papers examines past and current retirement policies for the elderly and the implications of these policies for labor supply job choice, and educational planning for the elderly. The first paper, by Jennifer Warlick, presents a review of past federal policies on retirement and a discussion of proposed policy changes. Richard Burkhauser, in the second paper, focuses on the effect of retirement policies on labor force participation and labor supply behavior; recommendations of three presidential commissions on work-related issues are discussed. The third paper, by Tabitha Doescher and John Turner, analyzes job choice and the effect of pension policies on occupational mobility. In the last paper Alan Sheppard discusses the need for vocational educators to design effective programs to support and retrain the elderly during this period of transition. Finally, conclusions drawn from the four papers are presented: (1) federal policies affecting the elderly have never been coordinated and program goals never specified; (2) business and government policies penalize older people who want to work; and (3) policies have generally overlooked vocational education as an important support for the elderly. An extensive bibliography concludes the document. (CT)

ED 220 810 CS 006 799

Howard, Joseph E., Jr.

The Use of Connectives in Community College Textbooks.

Pub Date- 80

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations Education, Content Analysis, *Content Area Reading, Form Classes (Languages), Higher Education, Physical Sciences, *Reading Instruction, *Reading Research, Social Sciences, *Structural Analysis (Linguistics), *Textbooks, Two Year Colleges

Identifiers-*Connectives (Grammar)

To help community college reading teachers be aware of the connectives (conjunctions that join other words, phrases, clauses, or sentences) used in textbooks, a study was undertaken to find out which connectives appeared in a sample of 18 textbooks and which were used in the textbooks for three different subject areas social science, physical science, and allied health fields. Twenty-three of the connectives chosen for the study were single words or phrases, and the twenty-fourth, a collective term labelled list,'' referred to words joining a series of items such as first'' or second.'' For each book, the total number of all-print pages was counted. Twenty percent of these were read and each occurrence of connectives was listed, then multiplied by the number of pages. After the tabulation of the connectives, the totals were added to the frequency of usage of the connectives. The word as'' was used most often, and the word unless'' was used least often. The connectives were then categorized and the usage of each category in each type of textbook was tallied. The results showed that different types of connectives were used in different textbooks, but the clarification and contrast connectives (for example, thus, as, such as, but, however, although, yet) were found most often in all three types of books and the condition connectives (if, whether, even though, unless) seemed to be used least often. (HTH)

ED 221 025 FL 013 114

Rivera, Charlene Simich, Carmen

Language Proficiency Assessment: Research Findings and Their Application.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Grant-400-79-9942
Note-5p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981). Prepared as part of the Assessing the Language Proficiency of Bilingual Persons Project.
Available from-Not available separately; see FL 013 112.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingualism, *Communicative Competence (Languages), *Language Proficiency, Literature Reviews, *Psycholinguistics, Second Language Learning, *Sociolinguistics, *Testing

Current research is reviewed for implications for language proficiency assessment practices. Research is discussed concerning adult language proficiency testing, cognitive studies which attempt to conceptualize the construct of language proficiency, development of theoretical models of communicative competence, studies investigating the validity of measures of communicative competence, and ethnographic/sociolinguistic studies of children's functional use of language. Studies and practices reviewed include the following: The Foreign Service Institute oral interview test, Clark's proposal to develop a common measure of speaking proficiency, studies on cognitive-academic language proficiency and basic interpersonal communication skills, models for identifying features of interpersonal and group communication, the distinction between and integration of sociolinguistic and linguistic competence as components of communicative proficiency, functional uses of language in bilingual and monolingual classrooms, studies on language variation, comparisons between home language skills and classroom communication, and the development of the Teacher Observation System for teacher training with a focus on ethnographic and sociolinguistic perspectives. (AMH)

ED 220 586 CE 032 668

Statewide Guidelines on Program Accessibility for Persons with Disabilities.

Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.

Spons Agency-California State and Consumer Services Agency, Sacramento.

Pub Date-Nov 81

Note-31p.; For related documents see CE 032 669-671.

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Compliance (Legal), Disabilities, Educational Legislation, Equal Opportunities (Jobs), *Federal Legislation, Guidelines, Postsecondary Education, Secondary Education, Social Discrimination, *State Legislation, *State Programs

Identifiers-*California

These guidelines establish criteria and provide direction to California state agencies and department personnel on compliance with federal and state laws concerning the accessibility of programs for persons with disabilities. Section 1 summarizes legislative mandates and statewide policy. Section 2 overviews the purposes and objectives of these guidelines. Section 3 describes roles and responsibilities of the Office of Statewide Compliance Coordination, state agencies, state departments, and state employees and service recipients. In section 4, significant areas are discussed that state departments must execute to meet the intent of federal and state program access requirements: assurances of compliance, notification of non-discrimination, discrimination complaint procedures, program access to advisory committees, and evaluation of program accessibility. Section 5 focuses on compliance planning and evaluation. A program access plan is described in section 6. Appendixes include a glossary of terms and a list of departments having federal regulations, guidelines, or requirements. (YLB)

Lao, Rosina C. Bolen, Larry M.

Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.

Pub Date-Mar 82
Note-10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Attribution Theory, Cognitive Processes, College Students, *Emotional Response, Etiology, Expectation, *Failure, Higher Education, Self Concept, Student Attitudes, *Success
Identifiers-*Emotions, *Situational Variables

Previous research has shown that different emotions are associated with different attributions. To examine the situational context, i.e., the relationships between attributions and emotions as well as the inter-relationships within emotions and within attributions under separate success and failure conditions, 208 college students performed addition problems or Chinese word puzzles. Half were given success feedback; the other half failure feedback. Results indicated that the relationships between attributions and emotions were different when success was experienced than when failure was experienced. Inter-relationships within attributions under success and failure conditions were very similar, but the opposite was true for emotions. Emotional feelings were much stronger under the failure condition than the success condition. The findings suggest that future attributional studies should examine what occurs under both conditions because relationships are different under success and failure conditions. (Author/JAC)

ED 220 768 CG 016 175

Massey, Sara R. Crosby, Jeanie

Study of Georges Valley High School Drop Out Program.

New England Inst. of Education, Scarborough, Maine.

Pub Date-May 82

Note-20p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Dropout Prevention, *Dropout Programs, Experiential Learning, *High Risk Students, Motivation Techniques, *Potential Dropouts, *Program Effectiveness, Program Evaluation, Secondary Education, Secondary School Students, *Student Motivation

In 1979 a program was initiated at the Georges Valley High School in Thomaston, Maine, to identify high risk students who would be likely to drop out of high school and then to design and implement a program for ninth grade students that would motivate them to stay in school. A subsequent review of the impact of the program on its participants showed that the goal of the program was being achieved. A strong correlation between program participation and staying in school was found. However, the grades, attendance, number of suspensions and detentions, and extra curricular involvement of the participating students were not markedly better as a group. The program evalution findings suggest that further research and improved record-keeping may improve the effectiveness of the program. (JAC)

ED 220 791 CS 006 663

The Elementary Reading Reference Guide. Revised.
Fairbanks North Star Borough School District, AK.
Pub Date-May 79
Note-106p.; For related document see CS 006 662. Parts of several pages may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Education, Models, Prereading Experience, *Reading Comprehension, Reading Instruction, *Reading Skills, *Reference Materials, *Study Skills, *Vocabulary Development, *Word Recognition, Word Study Skills

Designed to complement the RIM (Reading-Instruction-Maintenance) Reading Skill Guide, this reference guide provides a useful tool for teachers utilizing the RIM Model in grades kindergarten through six. In the RIM model, readiness (R) stands for exposure to the skill, mastery not expected; instruction (I) stands for formal presentation with expectation of 80% mastery on tests at that grade level; and maintenance (M) stands for review and expansion of the skills previously presented. Components of the guide include (1) behavioral objectives (coded and stated according to the RIM Reading Skills Guide), (2) definitions and rules (clarification of terms, essential components for teaching strategies, and helpful hints), (3) examples (sample words, worksheet items, and suggested activities, questions or procedures), and (4) resources and comments (recommended reference books and space for teachers to note additional helps, ideas, resources, and criticism). The skill areas covered include prereading, word recognition (including phonetic and structural analysis), vocabulary, comprehension, and study skills. (HOD)

ED 220 831 CS 206 984

Rouner, Donna

The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.

Pub Date-Jul 82

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences, *Mass Media Effects, *Negative Attitudes, Programing (Broadcast), *Television Research, *Television Viewing

Identifiers-*Audience Response, *Prime Time Television, Soap Operas

A study tested the validity of two active TV viewing constructs that predicted the effects of content and degree of active viewing on a television viewer's perception of a mean world. Random digit dialing produced interviews with 163 subjects who were asked separate questions about their prime time and daytime viewing to determine their level of attention and their outlook on the world. Results indicated the best model for daytime viewers, but also provided a good model for evening viewing by persons who watch only evening TV and for those who watch TV at both times of the day. Although the prediction that more active viewers of prime time TV would be less likely to be cultivated by that time's content was supported, this model did not hold for persons who also watch daytime TV, perhaps because of the small size of the sample or because the mix of contents mitigates the effects of prime time TV's greater amounts of violence. World view may also be the cause, not the effect, of certain viewing habits. Public affairs TV viewing also affected viewer outlook strongly. Finally, these results suggest that a finer delineation of TV viewing types might prove useful to future research. (JL)

ED 220 891 CS 503 944

Rogers, Luella P.
High School Press Pressures.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-460
Pub Date-Jul 82
Note-7p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators, Attitude Change, *Censorship, Court Litigation, Faculty Advisers, *Freedom of Speech, High Schools, History, *Journalism, *School Newspapers, Social Attitudes, Social Change

History shows that the high school press suffers through cycles that reflect economic factors and cultural climates within communities, states, and the nation. The direction of that cycle in the 1960s and early 1970s was toward more open, free-flowing information by a vigorous student press, but those economic and cultural signs now are pointing toward a period of increasing censorship and narrowing of the guidelines governing what is publishable, much like in the 1950s. The key to the maturing of the student press was the enthusiastic teacher/adviser that appeared in the early 1970s, who no longer viewed the newspaper product with proprietary interest. In 1974, the Commission of Inquiry into High School Journalism found that unconstituional and arbitrary restraints were a matter of school policy stated or implied in all areas of the country. In the face of increasing censorship, students and faculty advisors are taking their cases to court. While there is no adequate body of law covering the student press issue, there are a few

certainties: (1) the courts have consistently ruled that administrators cannot control the content of student publications; (2) private schools are not covered by the forum theory that underlies these rulings; (3) obscene works, libelous works, and works that would cause a substantial disruption'' in the schools can be legally censored; and (4) in all censorship cases, the burden of proof'' rests on the censor. (HTH)

ED 221 006 EC 150 030

Morrison, Gale M.

Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.

Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Behavior Problems, Learning Disabilities, *Mainstreaming, *Mild Disabilities, Mild Mental Retardation, *Peer Acceptance, *Social Status, *Special Classes, *Student Placement

In an examination of the notion of person-environment fit as it applies to the socioempathy-social status for mildly handicapped children in mainstreamed and special class settings, 38 mildly learning handicapped (LH) and 234 nonhandicapped students were administered social status instruments. Results revealed that LH Ss in special placements were more well known and more accepted in the setting than those in the regular class setting. In terms of the discrepancy between social status and socioempathy, LH Ss in regular classes overestimated their popularity and LH Ss in special classes slightly underestimated their popularity. The greater discrepancy found in the regular classroom could have consequences for their ultimate adjustment, as postulated in person-environment fit theory. LH Ss in resource rooms were just as well known in both regular and special class environments but slightly more accepted by their peers in the resource classrooms. LH Ss in resource rooms overestimated their popularity in both the resource room and the regular class. Results suggested that LH Ss' perceptions were more congruent with reality in the special class environment. Other findings included that chances for a good fit'' for LH Ss were greater in the special class environment than in the regular class setting. (CL)

ED 221 045 FL 013 161

Hendrickson, James M.

Listening and Speaking Activities for Foreign Language Learners: Second Collection.

Pub Date-82

Note-46p.; For related document, see ED 185 812.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, Communicative Competence (Languages), Educational Games, Higher Education, *Learning Activities, *Listening Skills, Secondary Education, *Second Language Instruction, Speech Communication, *Speech Skills

The 30 listening and speaking activities in this collection are designed to motivate students to use foreign languages for communicating their ideas and to encourage students to be creative. The criteria for including the activities were: (1) proven effectiveness toward improving students' oral language proficiency; (2) ease of adaptability to any foreign language; (3) usefulness in high school, college, and university classes; and (4) originality. Each activity is grouped under one of three subheadings (tete-a-tete conversations, small group interactions, whole class activities) and contains the following components: (1) suggested levels of language proficiency; (2) a statement of purpose; (3) a description of materials for student participation; (4) step-by-step procedures; and (5) the originator of the idea. (EKN)

ED 220 568 CE 029 881

Metalworking. A Bilingual Text Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

Spons Agency-California State Dept. of Education, Sacramento.
Report No.-ISBN-0-02-820420-4
Pub Date-81
Note-149p.; For related documents see CE 029 880-882.
Available from-Los Angeles Unified School District, Attention: Career Education Specialist, 1320 W. Third St., Los Angeles, CA 90017 ($5.59, plus 6.5% sales tax in California).
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051) - Translations (170)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingual Instructional Materials, Career Education, Learning Modules, Lesson Plans, *Metal Working, Postsecondary Education, Safety, Secondary Education, *Spanish Speaking, *Units of Study, *Vocational Education

This booklet is a course of instruction in metal working in a two-column, English-Spanish format. Following an introduction to metal working and a lesson on safety, the booklet contains 17 units organized in 2 parts. Part 1, bench metal work, covers metals, processes, and tools; cutting; filling; drilling; grinding; bending and shaping; threading; fastening; and finishing metal. Part 2, applied metalwork, covers sheet metal; art metal; forging; heat treating; metal casting; lathe work; welding and brazing; and careers in metal working. Each unit provides information illustrated by line drawings and photographs and a review section consisting of words used in the lesson, discussion topics, and test questions. A glossary is included in the booklet. (KC)

ED 220 605 CE 033 410

Heimericks, Belinda K.
Psychiatric Aide II. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.
Report No.-IE-63-I
Pub Date-Jul 82
Note-331p.; Not available in paper copy due to colored paper in the original.
Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Course Descriptions, Learning Activities, Medical Services, *Mental Health, *Nursing, *Psychiatric Aides, *Psychiatric Services, Teaching Guides
Identifiers-Missouri, *Patient Care

This instructor's guide is for a Psychiatric Aide II course intended to provide Psychiatric Aids Is who have demonstrated expertise in giving basic nursing care to the mentally ill with more advanced nursing interventions and techniques. (It is assumed that all nursing care the aides provide is under the direction of a Registered Nurse.) Introductory materials include organizational structure of the course, bibliography, instructional analysis, and master list of unit lesson plans. The course consists of three units and 27 lessons. The lesson plan provided for each lesson includes some or all of the following components: scope of unit; objectives; supplementary teaching/learning items; informational assignment; references; introduction; outline of key points; interaction items; classroom, laboratory, shop, or other activities; and handout(s). Tests (with answer keys) include one for units I and II and two for unit III. Unit titles are The Psychiatric Aide II as a Member of the Treatment Team (7 lessons), The Individualized Treatment Planning Process (3 lessons), and Mental Health Nursing (17 lessons). Forms are appended for student evaluation of the course and instructor(s). (YLB)

ED 220 624 CE 033 485

Admissions Model. Missouri Vocational-Technical Programs.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-Jun 82

Note-49p.; For related documents see CE 033 484-486.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Guides, *Admission (School), *Admission Criteria, Admissions Counseling, Educational Legislation, Educational Policy, Federal Legislation, Guidelines, *Models, Policy Formation, Postsecondary Education, Program Design, *Program Development, Program Evaluation, *Program Implementation, Program Improvement, Records (Forms), Secondary Education, State Programs, *Vocational Education

Identifiers-*Missouri

This comprehensive admissions model is designed to assist school personnel on both the secondary and postsecondary levels in the State of Missouri with the admission and selection of students for vocational programs. Presented in flow chart form with an accompanying outline to describe its various steps, the model addresses the following stages of the admissions procedure: (1) planning, (2) application process, (3) selection process, and (4) refinement of admissions criteria and procedures. Various program planning concerns are covered, including the selection committee, core criteria for use in all vocational-technical programs, program-specific criteria, population representation, slot determination, and legal concerns. Dealt with next are counselor meetings, information session, the application itself, testing, and assessment scales. Focus of that portion of the model devoted to the selection process is on implementing policy, evaluating assessment scales, checking program representation, notifying students, and handling student appeals. Outlined next are procedures for conducting validity studies and for assessing activities and publications. Appendixes to the model include recommendation forms, application forms, a listing of program-specific admissions criteria, and a sample selection process. (MN)

ED 220 680 CE 033 673

Roessler, Richard T. Hiett, Atherton

A Comparison of Job Development Strategies in Rehabilitation.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date-Aug 82

Grant-G008200023

Note-47p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Disabilities, Employer Attitudes, *Job Development, *Job Placement, Program Effectiveness, Rehabilitation, Rehabilitation Counseling, *Research Methodology, Research Problems, *Research Tools, Research Utilization, *Surveys, *Vocational Rehabilitation

Identifiers-Arkansas

A study was conducted to understand better a common problem in job development efforts in rehabilitation the poor returns of mailed-out surveys and, therefore, identification of few job leads for further cultivation. Two experimental job development investigations were used, one with large firms and one with small firms, to examine the effect of varying channels or modes of communication and contact persons in the organization on job development outcomes. Large firms (50 or more employees) were selected from an Arkansas mailing list at random and assigned to one of four conditions that varied in the channel or mode of contact (face-to-face versus mail) and receiver (owner/manager versus personnel manager). Small firms were selected at random from a Chamber of Commerce directory for Northwestern Arkansas and tested on the effects of different channels or modes of contact the mail approach versus a mail and telephone procedure. The study found that procedures do exist to improve the return rate for job development mail surveys, e.g. send an influential appeal letter stressing agency credibility, agency status, and potential incentives for the employer, along with a one-page survey that is easy to complete with a stamped, self-addressed envelope. For large businesses with personnel managers, a combination of mail and telephone contacts with the owner/manager and personnel manager or mail, phone, and face-to-face contacts with the personnel manager are promising variations. (KC)

ED 220 871 CS 207 207

McCready, Michael A. Melton, Virginia S.

Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.

Louisiana Tech Univ., Ruston. Coll. of Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Dec 81

Grant-NIE-G-80-0195

Note-144p.; Several pages in appendix may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Conferences, Educational Assessment, Elementary Secondary Education, Essay Tests, Evaluation Criteria, Evaluation Methods, National Surveys, Objective Tests, *School Districts, *State Agencies, State Standards, *Test Format, *Writing Evaluation, *Writing Research

Identifiers-Louisiana

Many local and state education agencies in the United States now mandate annual assessments of student writing ability. To comply with these mandates, schools across the country have developed a variety of assessment procedures. To determine the state of the art'' of large-scale writing assessment in the country, a questionnaire was sent to all 50 state education agencies and selected city agencies concerning their assessment practices. From those agencies responding to the questionnaire, 10 representing varying assessment philosophies were invited to send participants to a conference on assessment held in New Orleans. The purpose of this conference was to provide both verification and clarification of the questionnaire findings. In addition, the study drew data about assessment practices from schools throughout the state of Louisiana. These three activities yielded conclusions concerning such problems as (1) the selection of scoring procedures, (2) development of test items, (3) the selection and training of scorers, (4) the value and use of information produced by a writing sample, (5) the scoring of mechanics, and (6) other problems associated with large-scale assessment programs. (Appendixes contain a list of city school systems receiving the questionnaire, a copy of the Louisiana scoring guide for writing samples, and names of participants in the writing conference. Extensive tables of data are included in the paper.) (FL)

ED 220 929 EA 014 850

Anandam, Kamala Kelly, J. Terence
Evaluating the Use of Technology in Education.
Pub Date-81
Note-13p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Computer Assisted Instruction, Computer Managed Instruction, Educational Innovation, *Educational Technology, Educational Television, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Evaluation Methods, Postsecondary Education, *Program Effectiveness, School Statistics, Teaching Methods, *Use Studies
Identifiers-*Miami Dade Community College FL, *Response System with Variable Prescriptions

Efforts to evaluate the use of technology in education tend to be inconclusive because they lack specificity about what types of technology are being considered, what types of evaluation are being used, or both. While different evaluative studies focus on different valid objectives, the studies will provide generalizable information of practical significance only when all the objectives and their interrelationships are considered together. The authors of this paper find it useful to cluster evaluative studies into three groups: those that treat the extensiveness of the spread of technology; those that treat the effectiveness of technology in improving student motivation, retention, and learning, as well as both student and teacher satisfaction with the learning process; and those that treat the endurance of innovations following implementation. The document briefly reviews the findings of these kinds of major studies in each of three major technological categories: telecommunications, motion picture and video technology, and computer technology. The experience of Miami-Dade (Florida) Community College with a computer-managed instruction program called Response System with Variable Prescriptions (RSVP) is described to clarify the benefits of technology and the difficulties associated with evaluating those benefits objectively. (Author/PGD)

ED 220 987 EA 014 991

NIE Directory of Inservice Training Programs for Principals.

Jeffalyn Johnson and Associates, Inc., Falls Church, VA.
Spons Agency-National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
Pub Date-82
Note-55p.; Work on which this publication is based was performed pursuant to Purchase Order No. NIE-P-81-0255 of the National Institute of Education.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, Faculty Development, Financial Support, *Inservice Education, *Management Development,

*Principals, Program Content, Program Descriptions, Training Methods
Identifiers-National Institute of Education, Program Objectives, Program Sponsorship

Current trends and practices in staff development for principals are illustrated in this directory of representative inservice training programs operating in the 1981-82 school year. The programs included in the list are ongoing, have operated at least 1 year, and are for the most part directed specifically at principals. The information on each program includes the name of the program or the institution hosting the program; the objectives of either the hosting organization or the specific program; the audience for whom the program is designed; the types of activities, topics, courses, and other services offered through the program; the organization of the program's training activities, schedule, registration procedures, and program evaluation processes; the program's funding sources and costs to participants; and sources for further information. Of the 33 programs listed, 10 are sponsored by local school districts, 6 by state departments of education, 5 by professional associations, 4 by consulting, research, and training organizations, 3 each by universities and intermediate service districts, and 2 by foundations. (PGD)

ED 221 066 FL 013 248

Stevens, Florence

Activity-Centred Approaches to Second Language Learning.

Pub Date-May 82

Note-21p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Communicative Competence (Languages), Educational Research, Elementary Secondary Education, *Experiential Learning, French, *Immersion Programs, Language Processing, *Psycholinguistics, *Second Language Learning, Student Motivation

Identifiers-*Piagetian Theory

Recent research in psycholinguistics shows that experience with language in its communicative function is essential for learning to speak a second language. A suitable linguistic environment provides for the development of strategies for aural comprehension and for the acquisition of means of expression. A different approach to curriculum is involved, in which the learning of concepts and facts occurs while the acquisition and development of the second language is taking place, and provision is made for members of the group to share information with each other. This permits language to become a vehicle of communication rather than a study in itself. Research is presented that shows that the results of a group of 12-year-olds in an activity-centered program on a battery of tests for auditory comprehension, reading comprehension, and oral production were not significantly different from those of a similar group in a teacher-centered program, although the activity-centered group had spent only 60 percent as much time in class. Cognitive, linguistic, and affective factors help to explain the success of the activity-centered learning. It appears that the activity-centered approach satisfies the implied requirements of Piaget's theory of the acquisition of knowledge. (Author/AMH)

ED 221 083 HE 015 280

Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982).

Association of American Colleges, Washington, D.C.
Pub Date-Jan 82
Note-22p.
Available from-Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Curriculum, *College Role, Futures (of Society), Higher Education, *International Studies, *Liberal Arts, Professional Associations, Scientific Literacy, *Second Language Instruction, Social Change, *Technological Advancement, *Values Education
Identifiers-Association of American Colleges

The 68th annual conference of the Association of American Colleges focused on literacy in foreign languages, international studies, values, and science and technology. The conference proceedings are summarized and two speeches are reproduced, the report of the chairman of the board of directors (Samuel R. Spencer, Jr.) and the address of the association president (Mark H. Curtis). In the opening panel of the conference, what it means today to be literate, or liberally educated, was discussed. Speakers in sessions on foreign languages and international studies stressed the importance of these studies and the need for an intercultural approach to postsecondary education. Support structures and continuity are viewed as essential to the success of these efforts. Discussion of values literacy centered on the general concern for how values are taught and when they should enter the curriculum. Concurrent sessions and task force groups considered values through teaching, curricula for values education, and values education outside the classroom. Discussion of scientific and technological literacy addressed concerns and issues in preparation of students for an increasingly technologically complex world. The state of science and technology education at the postsecondary level and curricular approaches to problems were discussed. Lists of members of the annual meeting subcommittee of the board of directors and the three steering committees (foreign languages and international studies, values, and science and technology) are appended. (MSE)

ED 220 701 CE 033 797

Lee, Carolyn

Nutrition. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-25p.; For related document see CE 033 796. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Dietetics, Individualized Instruction, Instructional Materials, Learning Modules, *Nutrition, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on nutrition. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 643 CE 033 541

Vasek, Jeffrey R.

Effective Classroom Communication. Inservice Instructional Unit VIIA.

Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Aug 80
Note-78p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Communication, Classroom Techniques, Communication (Thought Transfer), *Communication Skills, Educational Resources, *Inservice Teacher Education, Instructional Materials, Learning Activities, Lesson Plans, Nonverbal Communication, Postsecondary Education, Secondary Education, Student Teacher Relationship, Teacher Behavior, Transparencies, Units of Study, Verbal Communication, *Vocational Education, Workshops
Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on effective classroom communication contains lesson plans, instructional materials, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans contained in the unit include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 662 CE 033 583

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.
Cape May County Vocational Schools, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-82
Note-69p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Conservation Education, Curriculum Development, *Environmental Education, *Fisheries, Job Placement, *Job Skills, *Job Training, *Performance Tests, Postsecondary Education, Secondary Education, Test Construction, Vocational Education
Identifiers-*Aquaculture, Marine Occupations, New Jersey, *Shell Fishing

A project to provide training in the shell fishing industries was continued into its second year to develop entry-level skills for employment and provide instruction and hands-on experience through infusing the existing Marine Science program. Results from a survey of instructors and individuals involved in the industry were used to develop a performance test that included a written portion. (The test is provided.) The test was used to evaluate development of entry-level skills in students. A vocational student profile for shell fishing occupations was also designed as part of the project. Other activities field trips, direct experience were undertaken to develop and encourage continuous preservation of unpolluted areas for aquaculture purposes. (Appendixes include maps of field trip locations, discussion of oyster growth experiments, a bibliography, and a statement of philosophy and objectives suggested for a course of study for the shell fisheries industry.) (YLB)

ED 220 746 CG 016 151

Mamarchev, Helen L.
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-78-0005
Note-252p.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Annotated Bibliographies, *Business, Career Choice, *Career Development, Career Ladders, Computer Oriented Programs, *Employees, *Industry, Labor Force Development, Literature Reviews, *Organizational Development, State of the Art Reviews, Systems Approach
Identifiers-*Career Paths

This review of the literature, derived from a comprehensive computer search of three databases (ERIC, ABI/INFORM, and Management Contents), discusses career development as an integral part of human development and its place in educational and community settings, with a particular emphasis on the current popularity of career development in business/industry organizations. Career management and pathing are examined in terms of definitions, a model for human resource development, career development systems components, programs and activities, implications for counselors, and future directions. The bibliography section of the review contains the actual computer search with abstracts for each database. (JAC)

ED 220 769 CG 016 176

Hendin, Herbert And Others

Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.

Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.-DHHS-ADM-81-1168

Pub Date-Sep 81

Grant-NIDA-DA-01489

Note-119p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adolescents, Attribution Theory, Case Studies, *Drug Abuse, Family Problems, *Family Relationship, *Family Role, *Marihuana, Psychological Evaluation, *Siblings, Socialization, Youth Problems

Substantial evidence is accumulating which emphasizes the significant role of the family for drug abusing adolescents. To investigate the influence of the family on adolescents (N 17) involved in heavy marihuana use, interviews with family members, case studies of each adolescent, and psychological evaluations were conducted to determine the seriousness of the adolescent's drug use. Even for those adolescents who were no longer heavy drug users, the drug use experience led to lower aspirations. Many adolescents, once excellent students, used drugs as a means of withdrawing from the demands and pressures of school and the expectations of their families. Family dynamics clearly contributed to marihuana use. Conflict with non-drug-using siblings preceded drug use and was often a contributing factor. In all its functions, marihuana served to detach adolescents from the problems of the real world. The findings suggest that family psychodynamics contribute to adolescent marihuana abuse and work to shape the specific meaning such abuse has for each adolescent. (JAC)

ED 220 811 CS 006 800

Valentine, Thomas

An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education.

Pub Date-Oct 82

Note-100p.; M.Ed. Thesis, Rutgers the State University of New Jersey.

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Basic Education, *Classification, Evaluation Methods, *Item Analysis, Reading Comprehension, Reading Diagnosis, *Reading Tests, *Validity

Identifiers-*McGraw Hill Test of Adult Basic Education

A study was conducted to determine the validity of two separate item classification schemes for the reading comprehension subtest of the McGraw-Hill Test of Adult Basic Education, Level D, Form 4. The first of the two schemes was developed by the publisher and presented as a means of classifying errors for the purpose of diagnosing individual learning needs. The second was developed by the researcher through a subjective examination of the 45 subtest items. Data for the study consisted of test results from 242 adult students enrolled in an urban career assessment program. In the first stage of the study, a factor analysis was used to determine whether the subtest was truly multidimensional, since this is a prerequisite for meaningful item classification schemes. The results showed that the subtest was, in fact, multidimensional. The second stage of the study examined the discriminant validity of the classification schemes by determining the number of items within each subskill category that were more highly correlated with the corrected total score of the subskill category of which they were a part than with the total scores for each of the remaining subskill categories. Results indicated that the researcher-developed classification scheme evidenced a 9% increase in the number of items manifesting discriminant validity. The findings suggested that neither classification scheme offered sufficient evidence of discriminant validity to establish its practical utility. (Author/FL)

ED 220 832 CS 207 011

Black, Jay

Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.

Pub Date-Jul 82
Note-40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Apprenticeships, *Employee Attitudes, Foreign Countries, *Journalism, *Journalism Education, Media Research, Professional Education, Professional Occupations, *Professional Training, Questionnaires, *Work Attitudes
Identifiers-*Australia

A study of Australian journalists was conducted to test three hypotheses: (1) there is little agreement over the ideal'' means of training or educating journalists, (2) Australian journalism is dominated by white, Anglo-Saxon males who increasingly represent upper-middle class backgrounds, and (3) job satisfaction decreases as formal education increases among journalists. Subjects were 318 journalists, 241 men, and 77 women, who were interviewed at length. Questions probing hypothesis one did reveal a wide variety of views about cadetship versus academic study, while at the same time confirming a trend toward more education for journalists. There is, however, little objective evidence that advancement correlates with educational level. Hypothesis two was strongly supported by both objective and anecdotal evidence. In response to questions based upon hypothesis three, both journalists who had some tertiary education and those who did not appeared contented with thier work situations. However, although the more educated journalists were not disillusioned to any extent or dissatisfied beyond the norm, they were less satisfied than their less educated counterparts. Still, differences were in degree, not direction. (An appendix contains the education questionnaire.) (JL)

Sedgwick, Ellery, III
Faculty Development Program in Writing across the Curriculum.
Pub Date-Jul 82
Note-9p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Faculty Development, Higher Education, *Inservice Teacher Education, *Interdisciplinary Approach, Teacher Role, *Teacher Workshops, *Writing Instruction
Identifiers-*Writing across the Curriculum

A faculty development program proposed for Longwood College in Virginia would encourage faculty members in all disciplines to incorporate more writing into their classes. The program consists of five major components and involves a number of workshops. The first component familiarizes faculty members with the theoretical and practical foundations of a writing-across-the-curriculum program and consists of two workshops conducted by outside consultants. The second component involves several workshops by faculty members at the college. These workshops show subject area teachers how to evaluate papers, make writing assignments, and move students through the stages of the composing process. The third component is a workshop for members of the English department designed to help them understand the implications of a writing-across-the-curriculum program. The fourth component is a workshop intended to help members of the college's English proficiency committee broaden the scope of its endeavors, while the final component is a workshop for students who serve as tutors in the college's writing laboratory. (An outline of the five components is included in the paper.) (FL)

Stolberg, Charles G., Ed.

Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Report No.-ISBN-0-910170-21-5
Pub Date-81

Note-42p.; As presented during a Special Session on Maintenance and Operations at the Annual Meeting of the Association of School Business Officials of the United States and Canada (66th, New Orleans, LA, October 27, 1980).

Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 3001; $7.50).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Building Operation, Cost Effectiveness, Custodian Training, *Educational Facilities Improvement, Elementary Secondary Education, Equipment Maintenance, Higher Education, *Lighting, *Roofing, *School Maintenance, Turf Management

Identifiers-*Asbestos

This booklet is a compilation of several field-tested school maintenance and operations programs. The material in the booklet is based on brief written summaries of 20 presentations made at a special Maintenance and Operations'' session held at the Association of School Business Officials' 1980 annual meeting. The booklet is divided into three sections. Articles in section 1 describe various methods and procedures for developing, maintaining, and upgrading maintenance and operations programs. Articles in section 2 deal with roofing and reroofing. Section 3 covers lighting, asbestos control, seeding vs. sodding, and negotiations with employees. Listed before each article is the name, address, and telephone number of the individual who made the original presentation on that topic. The intent of this resource listing is to provide other school administrators with the information necessary to contact these individuals directly and learn more about their respective programs and ideas. (Author/LL)

ED 220 949 EA 014 872

Young, Elizabeth L.
Looking to the Future: What Business Are We In?
Pub Date-81
Note-5p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Communications Satellites, Educational Needs, *Educational Technology, *Entrepreneurship, *Futures (of Society), Higher Education, *Institutional Role, Marketing, Needs Assessment, Program Development, Public Relations, *School Role
Identifiers-Educational Marketing

As various institutions compete to fill more roles in the educational process, they should ask themselves exactly what kind of clientele they wish to serve and what kinds of outcomes they wish to attain. Only then is it reasonable to consider strategies for using technology to support these goals. Educational institutions should plan future operations to serve the needs of their clients, realizing that new client markets can be opened through astute applications of technology. For instance, a university can erect a satellite earth station on its campus and use it not only to receive educational transmissions but for several other purposes as well: faculty and students can participate in teleconferences; the campus can enable local members of national organizations to attend their own teleconferences, and can perhaps provide them with educational services as well; and the campus can use its hookup to provide its own locally-generated information to a national audience. To be successful in the new educational market, institutions must speed up the development of media literacy, change the decision-making environment, become more entrepreneurial, and become more interactive with other educational providers in the community. (Author/PGD)

ED 220 968 EA 014 959

Achilles, Charles M. And Others

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.

Educational Images, Inc., Knoxville, TN.
Spons Agency-Delaware State Dept. of Public Instruction, Dover.
Pub Date-Mar 82
Note-135p.; For related documents, see EA 014 958-960.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Ability Grouping, Compliance (Legal), Elementary Secondary Education, *Minority Group Children, Questionnaires, Racial Bias, *Racial Composition, *Racial Discrimination, School Surveys, *Special Education, Student Placement, Tables (Data), *Track System (Education)
Identifiers-*New Castle County School District DE

This second volume of a three-volume report presents research conducted in the former New Castle County (Delaware) School District to discover whether the overrepresentation of minority students in special education and lower academic groupings that occurred from 1979 to 1982 resulted from discriminatory practices or not. (The district was reorganized as four separate districts in 1981.) In 1981-82 researchers reviewed district policies and procedures and collected data through interviews, reviews of records, onsite observations, and a questionnaire survey of students, administrators, teachers, parents, and community representatives. Variables analyzed included students' race, school, school district, and educational level. Data analysis using frequencies, correlations, and content analysis indicates that most student placements fell within legal requirements and district and federal guidelines, and that no overt institutional bias was evident. Problems were noted, however, in grouping and tracking policies and practices, remedial programs, special education program administration and curriculum, and community support and communication. Ten appendices provide further data and copies of the questionnaires and of relevant published articles. (Author/RW)

ED 221 046 FL 013 174

Orientation to Employment in the U.S. for Refugees Vietnamese Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date-82

Grant-96-P-10002-3-01

Note-30p.; Broken type in the English version. For related documents, see FL 013 175-178.

Language-English; Vietnamese

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cross Cultural Training, *Employment, *English (Second Language), Job Skills, Labor Market, *Orientation Materials, *Refugees, Socioeconomic Status, Vietnamese People

One of a series of refugee orientation materials, this guide to employment is intended to assist Vietnamese refugees in their understanding of the employment situation in the United States and to give them necessary information for obtaining work. The text is in Vietnamese followed by an English-language version, which is not an exact translation but which gives the substance of the foreign language part. The topics covered in the guide are the following: (1) American attitudes towards employment and what goes into a decision about job qualifications and choice; (2) a list of questions about job choices and suggested answers that deal with skills, pay, entry-level jobs, fringe benefits, and expectations about hours of work; (3) the process of getting a job, including using employment agencies, preparing for the interview, and making a decision about a job once it is offered; (4) factors that are important for keeping a job, particularly dependability and responsibility; (5) relations with supervisors and co-workers; (6) considerations involved in deciding to change jobs; and (7) advantages of developing new skills through adult education programs. A convenient checklist of things to consider in getting a job concludes the guide. (AMH)

ED 221 099 HE 015 367

Nelson, Robert B. Urff, Donna M.
Student Affairs Communication with Faculty: An Analysis.
North Dakota Univ., Grand Forks. Div. of Student Affairs.
Report No.-UND-RR-SA-050182

Pub Date- 82
Note-35p.; The appended questionnaire may not reproduce well due to small print.
Available from-University of North Dakota, Division of Student Affairs, Grand Forks, ND 58202.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ancillary School Services, *College Faculty, Higher Education, *Information Needs, Institutional Research, Knowledge Level, State Universities, *Student College Relationship, Student Needs, *Student Personnel Services, Student Problems, *Teacher Attitudes, Teacher Characteristics, User Satisfaction (Information)
Identifiers-*University of North Dakota Grand Forks

University of North Dakota (UND) faculty perceptions of services and programs offered by the Division of Student Affairs were surveyed. Of the 512 faculty and administrative officers of the University Council who were mailed questionnaires in 1981, 202 responses were obtained. Findings include the following: the majority of the respondents held the rank of assistant professor or higher (85 percent), were male (66 percent), and had taught at UND for 4 or more years (64 percent); generally, faculty rated the adequacy of student services information provided to them as satisfactory/seems about right'' (46 percent); responses to other sections of the survey revealed a widespread lack of knowledge regarding student services; faculty revealed overwhelming support for the provision of services designed to assist students with a variety of concerns, needs, and problems more than 70 percent of the respondents rated 32 of the 45 items as important'' or very important''; while some services were found to be relatively well known by faculty (8 had an 80 percent recognition rating), most services were not; 11 services were judged to be excellent'' or good'' by 50 percent or more of the respondents, only four items were judged to be fair'' or poor'' by as many as one-fourth of the faculty, but 21 of the 45 items received don't know/no opinion'' responses from a majority of respondents; more than half of the faculty stated that they know little'' or nothing'' about the programs and services provided by 11 of the 24 student affairs offices and departments; and the faculty's top 3 preferences for being informed about student affairs services/programs were a comprehensive guide to student services, a student affairs directory, and articles in the University Letter.'' Measures enacted to provide information within the college are outlined. The questionnaire is appended. (SW)

ED 220 569 CE 029 882

Woodworking. A Bilingual Text Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
Spons Agency-California State Dept. of Education, Sacramento.
Report No.-ISBN-0-02-820400-X
Pub Date-81
Note-144p.; For related documents see CE 029 880-881.
Available from-Los Angeles Unified School District, Attention: Career Education Specialist, 1320 W. Third St., Los Angeles, CA 90017 ($5.59, plus 6.5% sales tax in California).
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051) - Translations (170)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingual Instructional Materials, *Cabinetmaking, Career Education, Carpentry, Hand Tools, Learning Modules, Lesson Plans, Postsecondary Education, Safety, Secondary Education, *Spanish Speaking, *Units of Study, *Vocational Education, *Woodworking

This booklet is a course of instruction in woodworking in a two-column, English-Spanish format. Following an introduction to woodworking and a lesson on safety, the booklet contains 19 units covering the following topics: wood; planning; laying out project parts; hand saws; planes; chisels and gouges; wood files and forming tools; boring holes in wood; drilling holes in wood; using nails; wood screws; gluing and clamping; assembly; preparing for a finish; applying a finish; the jig saw; the drill press; the belt-and-disc sander; and careers in woodworking. Each unit provides information illustrated by line drawings and photographs and a review section consisting of words used in the lesson, discussion topics, and test questions. A glossary is included in the booklet. (KC)

ED 220 587 CE 032 669

Summary of Architectural Standards and Requirements.
California State and Consumer Services Agency, Sacramento.; Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.
Pub Date-Nov 81
Note-326p.; For related documents see CE 032 668-671.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Accessibility (for Disabled), *Architecture, Comparative Analysis, Compliance (Legal), Disabilities, *Facility Guidelines, Social Discrimination, Standards, Structural Elements (Construction)
Identifiers-American National Standards Institute, Architectural Transportation Barriers Compliance, California, General Services Administration, *Rules and Regulations, Uniform Building Code

This publication compares five major regulations and standards on architectural accessibility. It provides a comparison summary of 20 areas within (1) the standards of the Architectural and Transportation Barriers Compliance Board (ATBCB), (2) the standards of the American National Standards Institute, (3) the regulations of the Federal General Services Administration, (4) the Uniform Building Code, and (5) the regulations of the State Department of General Services, Office of State Architect. Nineteen areas are alphabetized according to a category or topic: Arms, Assembly/Performing Areas, Controls/Operating Mechanisms, Doors, Drinking Fountains, Elevators/Lifts, Handrails/Handgrips, Hazard Warnings, Parking, Passenger Loading/Unloading Zones, Ramps, Routes/Spaces, Seating/Work Surfaces, Signage, Stairs, Storage, Telephones, Toilet/Bathing Facilities, and Windows. The twentieth area is devoted to specifications for dwelling units. With the exception of the dwelling unit section, ATBCB standards are used as the basis of comparison. The text is organized in tabular form and indicates major categories and topics, citation numbers of applicable regulations or standards, differences/no differences from ATBCB, and provisions/no provisions in the other regulations and standards. A summary of coverage'' paragraph provides a condensation of the cited regulations or standards. A glossary is appended. (YLB)

ED 220 702 CE 033 798

Lee, Carolyn

Observation of Patient. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-34p.; For related document see CE 033 799. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Medical Services, *Observation, *Patients, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

Identifiers-*Symptoms

This learning activity package on observation of the patient is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a list of definitions, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: patient observation, using various senses to observe, subjective and objective symptoms, medical terms to use, symptoms to observe on various body parts, and reporting observations. (YLB)

ED 220 725 CE 033 970

Harshman, Carl L.

Quality Circles: Implications for Training. Information Series No. 243.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0025
Note-73p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN243, $6.50).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Delivery Systems, *Job Training, Management Development, *Program Content, *Program Design, Program Evaluation, *Program Implementation, *Quality Control, *Training Methods
Identifiers-Japan, *Quality Circles, United States

This paper explores the background to and process of quality circles as well as the implications of circles for training. In the first section, the emergence and growth of quality circles in Japan and the United States are traced. Next, the theoretical and conceptual bases of quality circles are examined, while section 3 looks at implementation in detail. Discussed are the goals of circles; steps in implementation; the principles of operation, organization, and staffing; the operation of quality circles; and the evaluation of benefits of quality circles. The fourth section describes the extent and types of quality circle training that can be delivered. It is followed by a discussion of quality circles and implications for training, giving an overview of who is trained, what kind of training is received, what kinds of considerations are made in designing and conducting training, and the outcomes or end results of the training process. A final section considers some unresolved issues relative to the concept and practice of quality circle training. Essentially, basic problems and needs are named in the areas of management/supervision, research, and education. Appended materials include abstracts of circle activities in various companies around the country, a case study, and results of a survey of several companies' involvement with quality circles. (CT)

ED 220 792 CS 006 738

Syropoulos, M.

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Sep 81
Note-107p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Content Area Reading, *Inservice Teacher Education, *Reading Instruction, *Secondary Education, *Secondary School Teachers, *Teacher Improvement

A project that provided content area teachers with inservice training to help them develop additional skills and strategies for teaching reading is described in this report. After a lengthy synopsis of the report, the first section elucidates the philosophy underlying the project and the model the project was building. The next section describes the procedures that were used for selecting personnel and the major problems that the project faced. The following section constitutes the bulk of the report, providing an evaluation of the project's performance objectives. The final section summarizes the program and provides recommendations. Appendixes provide descriptions of the project's instruments and copies of the instruments themselves. (JL)

ED 220 892 CS 503 947

Weiss, Kenneth

FCC and the Sunshine Act.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-459.
Pub Date-Jul 82
Note-6p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, *Disclosure, *Federal Legislation, Media Research, *Meetings, *Public Agencies, Public Policy
Identifiers-*Federal Communications Commission, Open Meetings, *Sunshine Act

The Sunshine Act, designed to encourage open meetings to increase public understanding of the governmental decision-making process, went into effect in March 1977. A total of 50 agencies, including the Federal Communications Commission (FCC), are subject to the provisions of the Sunshine Act. The act lists 10 exemptions, any of which can result in a closed meeting. The FCC was not unique among agencies in its early overall opposition to the Sunshine Act, but it promised to comply. The FCC's plans for implementation of the Sunshine Act met with some public skepticism, particularly regarding how easy it would be for the Commission to close a meeting to the public. During the 2 years following the FCC's initial implementation plans, the commission adopted other Sunshine-related measures that earned it, in certain quarters, the label of exemplary agency, but data obtained from the FCC indicated that only a small percentage of meetings were open to the public for each year through 1980. During 1978-79, the exemption dealing with the agency's involvement in civil actions or proceedings was used one and one-half times more frequently than all other exemptions combined. The Act also still permits Ex Parte communication policy by oral or written communication. With current budget cuts precluding advanced notice of FCC meetings by mail, the public must wait until the item appears in the Federal Register,'' often on the very day of the meeting, to find out about it. (HTH)

ED 221 007 EC 150 031

Kuzovich, Cecelia A. Yawkey, Thomas D.

Play Programs at Home to Stimulate Growth.

Pub Date-Apr 82

Note-28p.; Paper presented at the Study Conference of the Association for Childhood Education International (Atlanta, GA, April, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Developmental Disabilities, Disabilities, *Home Programs, Home Visits, Intervention, Parent Child Relationship, *Parent Education, *Play, Young Children

The paper analyzes the significance of parents' play routines as an aspect of home intervention programing of play behaviors with developmentally delayed young children. Three sources of child development research are noted: the studies demonstrating a rationale for parent-child play, emphasis on the early aspect of intervention, and the use of play as a natural medium for parent-child interaction. A study is reported in which 16 low income families received weekly play training procedures and activities and 16 families were controls. The 6 month program featured a five part instructional cycle, led and modeled by a home visitor. (Examples are given of objectives and play routines.) Pre- and posttest scores were computed on the Parent-Child Perspective Taking: Child Scale; the PAAT Inventory: Child Form; the Parent-Child-Play Preference Inventory; and the Parent-Child-Perspective Taking: Parent Scale. The major result was that parents trained in using play routines significantly affected their children's imaginative play behaviors. Children in the play training group showed significantly greater quantities of imaginative play activities in home and school situations. (CL)

ED 221 026 FL 013 115

Swain, Merrill Canale, Michael

The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.

Pub Date-82

Note-8p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), *Grammar, Language Tests, Language Usage, Nonverbal Communication, Secondary Education, *Second Language Instruction, *Sociolinguistics, Speech Communication, *Teaching Methods, *Testing

A review of literature on communicative competence reveals many meanings of the concept and of the way it should be used in second and foreign language instruction. In the literature there are two views: that communicative competence includes grammatical competence, and that it does not; or at least the ability to communicate one's meaning is secondary to the appropriateness or grammaticalness of the utterance. The latter view has three bases, all related to first language learning. These bases are: (1) children focus more on being understood than on speaking grammatically, (2) full grammatical competence will come at a later stage, and (3) language learning is more effective when it involves real communicative acts. An examination of theoretical arguments and limited empirical evidence regarding transposing these three bases to second language learning suggests the need for a framework specific to second language learning. This framework would include grammatical, sociolinguistic, and strategic competence. The latter includes strategies of two main types, those related primarily to grammatical competence, and those related to sociolinguistic competence. While there is little research to support the view, it is proposed that a functional approach is better than one with a grammatical base. (AMH)

ED 220 625 CE 033 486

Admissions Handbook. Missouri Vocational-Technical Programs.
Associated Educational Consultants, Inc., Pittsburgh, Pa.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Pub Date-Jun 82
Note-95p.; Parts of this document may not reproduce well due to light type. For related documents see CE 033 484-485.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Guides, *Admission (School), *Admission Criteria, Aptitude Tests, Committees, Educational Policy, Guidelines, Information Dissemination, Policy Formation, Postsecondary Education, *Program Development, *Program Implementation, Publicity, Records (Forms), Secondary Education, State Programs, Technical Education, *Vocational Education
Identifiers-Armed Services Vocational Aptitude Battery, Career Planning Program, Differential Aptitude Tests, General Aptitude Test Battery, *Missouri, *Nondiscriminatory Assessment

Compiled in order to offer vocational educators in Missouri a structured, comprehensive, and nondiscriminatory guide for admissions procedures, this handbook outlines the Missouri Admissions Policy and presents concrete guidelines for its implementation. Following a statement of the Missouri policy, proven methods of disseminating and publicizing information about educational institutions is presented. The chapter on the application process delineates the sequence of steps a student must follow to become eligible for entrance into a vocational program and also identifies criteria measures that are a key to the student selection process. Examined next are the composition and role of the admissions committee, the utilization of criteria in selection, and implementation of the student appeals process. The final chapter deals with various legal guidelines for the nondiscriminatory admission of handicapped and minority students to state vocational and technical education programs. Appended to the handbook are various application and recommendation forms as well as four batteries of aptitude tests. (MN)

Chapman, Warren Katz, Martin R.

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Aug 81
Contract-400-79-0020
Note-608p.; For a related document see CE 033 592.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Career Education, Educational Resources, *Information Dissemination, Information Needs, Information Sources, *Information Systems, Information Utilization, National Surveys, *Occupational Information, Program Effectiveness, Program Implementation, Questionnaires, Reference Materials, Relevance (Information Retrieval), Resource Materials, Resources, School Surveys, *Secondary Education, Student Attitudes, *User Satisfaction (Information), Use Studies

A national study examined the ways in which career information is being provided at the secondary school level as well as the quality and value of this information. To identify and evaluate those career information resources that are currently available to secondary school students, researchers analyzed questionnaires completed by representatives from 1,894 schools and 4,883 students. They found that

bound references, school-arranged experiences, and occupational kits and briefs are the most common resources. Much less common are computerized systems. Survey responses indicated that most schools offer a wide variety of career information resources. However, a study of the quality of available resources suggests that most students rely not on formal resources provided in schools but rather on informal sources such as parents, friends, and television. Also, fewer than one-third of the students surveyed thought that the resources provided by their schools were sufficient. Consequently, recommendations were made for correcting deficiencies, providing linkages, and improving computer-based systems. (MN)

ED 220 681 CE 033 678

Robinault, Isabel P. Weisinger, Marvin

A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.

Institute for the Crippled and Disabled, New York, N.Y. Research Utilization Lab.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date-Dec 80

Grant-RSA-22-P-55060

Note-105p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Delivery Systems, Disabilities, Disadvantaged, *Information Centers, *Information Dissemination, Information Services, Information Storage, Institutional Role, Postsecondary Education, *Program Evaluation, *Rehabilitation Centers, *Research Utilization, *Vocational Rehabilitation

Identifiers-Catholic University of America DC, User Training

The ICD Research Utilization Laboratory (ICD-RUL) at the Comprehensive Rehabilitation Center at Catholic University in Washington, D.C. acted as a facilitator for improving management practices of supervisors of vocationally impaired populations. Over a 10-year span, ICD-RUL developed two National Information Centers for disabled public assistance recipients and program evaluation; innovative service delivery models; and responses to national utilization needs within the areas of its proficiencies. Activities included the collection of manuals and newsletters, monographs, and responses to issues raised by federal and state agency personnel and their support facilities. Training seminars in vocational rehabilitation and on implementation of service delivery models were conducted. During the latter part of its 10th year, ICD-RUL contributed input on knowledge dissemination for the Long-Range Research Priorities Plan (1980) of the National Institute of Handicapped Research. Recommendations stemming from the project include the following: (1) a viable national utilization network should be established to offer more resources to rehabilitation personnel; (2) change agents in an RUL can quickly fill information or procedural gaps; (3) training seminars should be built into the funding of an RUL to ensure wider use of information; and (4) a utilization unit should offer options to its users, not solutions, with users having the final choice of what best fits their programs. (Author/KC)

ED 220 872 CS 503 857

Hensley, Wayne E.

The Effect of Topic Salience on the Responses to Different Item Orders.

Pub Date-Nov 82
Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Communication Research, Higher Education, *Item Analysis, Self Esteem, *Social Science Research, *Test Construction, *Test Format, Test Reliability, *Test Validity
Identifiers-*Item Position (Tests), *Salience

Because item order and salience may affect the findings of social science research, a study was conducted to determine the effect of topic salience on subject response to different item orders. In the study, 10 high salience self-esteem items were presented with 10 low salience items concerning product labels in three versions. In the first version, all the self-esteem items were followed by all the label items; in the second version, all the label items were followed by all the self-esteem items; and in the third version, the 20 items were scrambled. Subjects, 128 college students enrolled in a course in human communication, rated the items on a five point likert-type scale from very unimportant'' to very important.'' Only those persons who perceived self-esteem to be more important than product labels were used in the analysis of the data. Results indicated that the more deeply held an attitude, the more salient it may be regarded to be and the less likely it is to be affected by any surrounding questions; issues of only passing concern, however, may be strikingly affected by the surrounding context of questions. These findings indicate that extreme care should be taken in interpreting responses of people with little interest in the issue at hand, that data should be factor analyzed, and that respondents should probably be asked how important an issue is to them whenever a questionnaire is administered. (JL)

ED 220 930   EA 014 851

Estes, Nolan

Managing Technological Change in the Dallas Public Schools.

Pub Date-81

Note-6p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Change Strategies, Curriculum Development, *Educational Change, Educational Policy, *Educational Technology, Elementary Secondary Education, Influences, Problems

Identifiers-*Dallas Independent School District TX

Political, fiscal, technical, curricular, administrative, and policy-related factors affect the implementation rate and effectiveness of technological change in the public schools. This paper discusses the ways that problems in each of these areas impeded change in the Dallas (Texas) Independent School District and draws some general conclusions about the change process. Among these conclusions are that the most valuable resource in technology change is trained technicians; that curriculum developers need to know the potentials and limitations of new technology; that curriculum content should be determined before methods for teaching that content are selected; that school boards should be given hands-on demonstrations of technology rather than verbal descriptions; and that the management of technological change may be the most effective strategy available to administrators for improving schools and schooling. (Author/PGD)

ED 220 988 EA 014 992

Miller, John P. And Others

Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44.

Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-5057-6

Pub Date-82

Note-66p.

Available from-Publications, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada ($6.95 prepaid).

Pub Type- Reports - Research (143) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, Administrators, *Adult Development, Adults, *Age Differences, Chronological Age, Elementary Secondary Education, Foreign Countries, *Job Satisfaction, *Midlife Transitions, Need Gratification, Questionnaires, Self Actualization, Teacher Attitudes, *Teachers

Identifiers-Canada

Discussions by 56 educators from a Canadian school district on their job satisfactions and dissatisfactions, aspirations, and life transitions in tape recorded interviews provided the primary data for this study of adult development among teachers and administrators. Secondary data were obtained from a questionnaire survey of an additional 383 teachers. The respondents were grouped by age according to the adult developmental stages outlined in the works of Daniel Levinson and Gail Sheehy. Teachers under 30 expressed greater dissatisfaction and teachers over 40 expressed greater satisfaction than did other teachers surveyed. Satisfaction derived mainly from work with students, while dissatisfaction resulted from frustration over the attitudes of a few students. Most teachers felt fulfilled in their work. Women were more optimistic than men about promotion and had more diverse aspirations. Male teachers in their early thirties stressed the importance of work while women of the same age found fulfillment in their families. By the time teachers reached their early forties, women found more fulfillment in work and men found more in their families. Teachers older than 45 found fulfillment in both work and family. This report includes illustrative quotes from the interviews and a copy of the questionnaire. (Author/PGD)

ED 221 067 FL 013 249

Gaies, Stephen J.

Modification of Discourse between Native and Nonnative Speaker Peers.

Pub Date-May 82
Note-32p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Comprehension, *Discourse Analysis, Higher Education, Interaction, Language Processing, Language Research, *Native Speakers, Peer Groups, *Second Language Learning, *Speech Communication

Research suggests that interaction between native speakers (NSs) and second language learners (non-native speakers) (NNSs) is characteristically different from speech between NSs, and that it is the modified nature of NS-NNS interaction which provides learners with optimal input. A study was undertaken to determine whether input and interactional features already identified as characteristic of NS-NNS speech would occur with equal frequency in settings in which the NNSs had considerable proficiency and enjoyed peer status with the NS participants. Interactions (10 between NSs and 15 between a NS and a NNS) were analyzed among subjects who had been enrolled together in an undergraduate course for 15 weeks. Performance on four interactional features were examined: (1) temporal marking of verbs, (2) topic-continuing and topic nominating moves, (3) the use of question forms to mark topic-nominations, and (4) self- and other-repetitions. An attempt was thus made to determine to what extent characteristic differences between NS-NS and NS-NNS interaction could be found in such an interactional setting. It was found that NNS comprehension depends to a large extent on the work NNSs do to comprehend meaning in extended discourse situations. Implications of the findings for second language learning are discussed. (Author/AMH)

Minority Access to Professional Education: A Selected Bibliography.
New York State Education Dept., Albany. Office of Higher and Professional Education.
Pub Date- 81
Note-47p.
Available from-University of the State of New York, State Education Department, Albany, NY 12230.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Affirmative Action, Allied Health Occupations Education, Business Administration Education, Court Litigation, Dentistry, Employment Opportunities, Engineering, Graduate Study, Higher Education, Legal Education, Mathematics, Medicine, *Minority Groups, Nursing, *Professional Education, Professional Training, Program Descriptions, Psychology, Sciences, *Selective Admission, Social Work
Identifiers-Bakke v Regents of University of California

An annotated bibliography of more than 200 entries on minority access to professional education covers journal articles, professional association publications, institutional program and research reports, government documents, congressional hearings, conference proceedings, law review articles, and government agency reports. Citations, dated 1969 through 1981, are divided into two sections with subsections. The first section, on the professions, includes these categories: accounting/business, allied health professions, dentistry, engineering, legal education, medicine, nursing, psychology, sciences/mathematics, and social work. The second section, on general issues of access to the professions, includes subsections on the Bakke case, graduate and professional education, higher education, and minorities and the work force. Many of the items are descriptions of programs for assisting minorities in gaining access to professional education. Preferential admissions programs or other special remediation programs are explained as reparation for historical inequities and the need for services in minority communities. The basic program outline usually consists of financial aid, academic remediation, and psychosocial adjustment support systems (e.g., counseling). Early outreach programs, to junior high and high school students, are often cited. (MSE)

ED 220 606 CE 033 413

Patterson, Patsy A.

How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.

Cleveland Public Schools, Ohio.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Pub Date-Sep 79

Note-79p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Educators, Adult Students, Diagnostic Teaching, Educational Diagnosis, Educational Facilities Design, Educational Needs, *Individualized Instruction, *Learning Laboratories, Needs Assessment, Paraprofessional School Personnel, *Programed Instruction, Recordkeeping, Staff Development, Student Characteristics, Student Needs, Teacher Aides, Teacher Characteristics, *Teacher Responsibility, Teacher Role, Teaching Skills

This handbook is designed to guide the adult basic education (ABE) teacher who is just beginning to work in an individualized learning center. Strategies are presented to aid these teachers in coordinating the simultaneous instruction of many adults while maintaining an individualized approach tailored to meet the needs of each student. Ten chapters cover these topics: characteristics of ABE learners; ABE teacher roles, skills, and characteristics; scope of ABE (levels, General Educational Development Testing, competency education, English as a Second Language); organizing the learning center; getting the learner started; evaluating the learner's needs (informal evaluation, diagnostic procedure, testing, self evaluation); educational prescription; basic principles of individualization (basic principles of programmed learning, components of individualization, group instruction); record keeping; and use of educational aides. Appendixes include answers to questions frequently asked by ABE teachers operating individualized learning centers; sample forms, lists, and information; and a bibliography. (YLB)

ED 220 644 CE 033 542

Sandifer, Everette, Jr.

Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-May 81

Note-74p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, Academic Records, Classroom Techniques, Educational Resources, *Evaluation Methods, *Inservice Teacher Education, Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, *Student Evaluation, *Student Records, Teaching Methods, Transparencies, Units of Study, *Vocational Education, Workshops

Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on evaluating student performance and recording student achievement in vocational education contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans contained in the unit include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

Talbot, Gilles L.

The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.

Champlain Regional Coll., Sainte Foy (Quebec).

Spons Agency-Ministry of Education, Quebec (Canada).

Report No.-ISBN-2-551-04319-0

Pub Date-81

Note-83p.; Project supported by a grant from the Direction generale de l'enseignement collegial within their "Programme de subvention a l'innovation pedagogique." Figures 1-4 and Appendices 3-7 not filmed due to marginal legibility. For related document, see CG 016 153.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, Dropout Research, Educational Objectives, Foreign Countries, Interest Inventories, *Relevance (Education), *Self Concept, Student Attitudes, Student Interests, *Student Motivation, *Student Teacher Relationship, Two Year Colleges, *Two Year College Students

Identifiers-*Canada

There is a strong popular belief that self-concept and motivation are intricately related to performance. To test this theory, a study was conducted to determine if increases in student self-enhancement and intrinsic motivation would explain increased academic performance. Students (N 472) in experimental groups completed interest inventories, which were then used by professors to prepare classes based on what students felt was meaningful. The results revealed that increasing the professor's awareness of how students perceived the meaningfulness of his/her discipline and then applying this knowledge to course preparation directly enhanced students' intrinsic motivation and directly influenced students' self-enhancement, two factors which were found to be significantly related to academic performance. (Author/JAC)

Delaine, John K.
Who's Raising the Family? A Workbook for Parents and Children.
Wisconsin Clearinghouse, Madison.
Spons Agency-Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date-81
Note-58p.
Available from-Wisconsin Clearinghouse, 1954 East Washington Ave., Madison, WI 53704-5291 ($4.85 postpaid, discounts on larger quantities).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Rearing, Children, Communication Skills, Decision Making, Drinking, *Drug Abuse, *Parent Child Relationship, *Parent Education, *Parent Role, Parents, *Prevention, Role Models, Stress Variables

This workbook, designed for parents who are concerned about the possibility of drug abusing children, supports the idea of a strong family and active, involved parenting. Strategies are suggested to improve the parent-child relationship, including a self-test to help parents consider their own attitudes and behavior, as well as suggestions for teaching children to develop a positive self-concept, express their feelings, make decisions, accept their responsibilities, and become assertive. Parenting methods are discussed including the family meeting, talking about and developing alternatives to drugs and alcohol, television, and coping with extreme parental stress. The first appendix offers help to those parents with alcohol or drug problems while the second lists answers children gave to questions about their families from an informal study of elementary and junior high students. (JAC)

ED 220 793 CS 006 771

Farren, Sean N.

Reading Assignments across the Curriculum.

Pub Date-Jul 82
Note-26p.; Paper presented at the Annual Meeting of the World Congress on Reading of the International Reading Association (9th, Dublin, Ireland, July 26-30, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Activities, *Content Area Reading, Discourse Analysis, Foreign Countries, *Readability, *Reading Comprehension, *Reading Instruction, *Reading Research, Research Methodology, Secondary Education, Study Skills, *Teacher Role, Teaching Methods

Classroom based research investigating the actual context of reading requires examination of the texts chosen, the purposes for which they are to be read, the strategies to be used in actually reading them, and, finally, the outcomes expected from reading them. Among the studies that have pioneered research of this kind are (1) those directed by E. Lunzer and K. Gardner, whose investigations have ranged from detailed studies of the readability of texts used in different subject areas to the nature and incidence of reading in the classroom and reading for home study to the use of reading in conjunction with various learning activities; (2) the survey carried out in association with the work of the Bullock Committee in England, which attempted to provide a clear picture of the nature of reading activities in the classroom as part of their examination of the English curriculum; and (3) the study conducted by D. Durkin, which was concerned with the kind of teacher assistance students received for reading comprehension. Adding to this body of literature is a more recent study that surveyed the teachers' use of extended reading assignments for three classes of first year secondary school students in Northern Ireland. Results of this study indicated that teachers chose texts of a level of readability below the average reading ability of the students concerned, that the texts met some of the important criteria by which they could be judged, that reading assignments were mostly intended as opportunities for elaborating on or reviewing class work, and that answering questions was the activity most frequently associated with the reading assignments. (HOD)

ED 220 812 CS 006 801

End, Laurel J. Danks, Joseph H.

Comprehension of Metaphors: Priming the Ground.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date-May 82

Grant-NIE-G-78-0223; SED-80-20159

Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-9, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Comparative Analysis, Higher Education, *Metaphors, *Reading Comprehension, Reading Instruction, Reading Processes, *Reading Research

Identifiers-*Priming (Reading Comprehension)

A study was conducted to determine the effectiveness of priming, using the first of several metaphors with common ground (the relationship or similar characteristics between the subject of a metaphor and the term used metaphorically) to facilitate comprehension of successive related metaphors. Ten groups of three to five metaphors with common grounds were generated for a total of 42 metaphors. To verify their common grounds, 30 subjects were asked to sort the metaphors into 10 groups by matching the remaining 32 with one standard from each group. For the priming task, the three metaphors that were clustered together most frequently in eight of the ten groups were embedded in a list of 24 filler metaphors and 48 literal statements, all in the form ``some x are y.'' Sixty undergraduate students were timed as they indicated how easy or difficult it was for them to understand the sentences. They were then given a cued recall task in which they were to fill in the blank space where the topic of the metaphor had been in the 96 test sentences. The results indicated that the filler sentences were responded to more rapidly, were subjectively easier to understand, and were better recalled than either the related or filler metaphors. There were no significant differences between the filler and related metaphors in speed or difficulty of comprehension. The first of the related metaphors was responded to more slowly and was more difficult to understand than were the second and third related metaphors, indicating that priming was effective. (HTH)

ED 220 833 CS 207 013

White, Barbara Ann

The Evolution of Libel Law: Who Must Prove What And Why.

Pub Date-Mar 82

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Doctrine, *Court Litigation, Court Role, *Legal Responsibility

Identifiers-Gertz v Robert Welch Inc, *Libel, New York Times Co v Sullivan, *Supreme Court

Two libel cases have set the precedent for recent libel decisions: The New York Times Co. v. Sullivan'' (1964) and Gertz v. Robert Welch Inc.'' (1974). In the Times'' decision, the Supreme Court ruled that the Constitution's freedom of speech and press protects all that is said about a public official in his public conduct except the malicious'' even when there are errors of fact. The malice provision, meaning a deliberate falsehood or reckless disregard for the truth, has been applied often, but sometimes confusingly. Since the Times'' ruling, defining a public figure'' has proven especially difficult, although Gertz'' did help by deciding that the focus should be not on the subject but on the plaintiff and that private persons libeled did not have to prove actual malice. The tendency since Gertz'' has been to sharply narrow the definition of public figure. Even businesses have been declared private persons'' who have to prove a much less rigorous test of libel simple negligence. In these cases, the determining factor of a person's status has been whether the individual thrusts himself voluntarily into a public controversy to influence its outcome. These balancing acts by the courts have been both a blessing and a curse to journalists who must look carefully at a person's conduct as outlined in Times'' and Gertz'' to guess at a person's status. (JL)

ED 220 853 CS 207 180

Hatala, Catherine C.
Community College of Philadelphia
Pub Date-Jul 82
Note-21p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation, Content Area Reading, *Critical Thinking, *Disadvantaged Youth, *English Instruction, Grade 11, High Schools, *Humanities Instruction, Literature Appreciation, Program Content, Program Evaluation, Student Improvement, Two Year Colleges, Units of Study, *Writing Instruction

A program designed to improve the reading, writing, and thinking skills of low achieving poverty level high school juniors was developed for use in a Pennsylvania high school. The program uses the Pennsylvania Reading Comprehension Plan's four critical experiences of (1) responding to literature, (2) self-selected and sustained silent reading, (3) oral and written composition, and (4) investigating and mastering language patterns in each of its four units. Two of these units concentrate on the students, specifically on the role of school in their lives and on their career and work plans, and two deal with logic and deductive reasoning. Each unit has its own evaluative criteria involving pretest and posttest holistically scored writing samples. Student achievement is also measured by the California Achievement Test. A major component of the program is its use of professors from a near-by community college who visit the high school and conduct lessons within each unit. Students also visit the college for special lectures and classes. A 2-month period is allowed for each unit, and each unit involves extensive writing in the descriptive, narrative, evaluative, and expressive modes. (The paper contains outlines for each unit in the program.) (FL)

ED 220 950 EA 014 934

May, Terry Jon

Personnel Selection in Texas Public Schools.

Pub Date-79
Note-172p.; Ed.D. Dissertation, University of Houston.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8005593; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Compliance (Legal), Elementary Secondary Education, Employment Interviews, *Employment Practices, Federal Legislation, Federal Regulation, Multiple Regression Analysis, *Personnel Policy, School Districts, State Surveys, *Teacher Effectiveness, Teacher Qualifications, *Teacher Selection
Identifiers-*School District Size, *Texas

An analysis of questionnaire responses from school personnel administrators in 311 Texas districts sought to determine if a correlation existed between personnel selection procedures, school district size, and the identification of successful teachers (defined as those granted a continuing contract or tenure). The study also investigated administrators' perceptions of the impact of federal and state employment regulations. Descriptive statistics and multiple linear regression analysis of the data revealed significant positive correlations between the percent of successul teachers and the type of interviewing method utilized, and between school district size and the total number of selection criteria utilized as well as the use of tests as a selection criterion. Personal interviews are ranked first in selection criteria, with the panel interview the method most highly correlated with the identification of successful teachers. Over 50 percent of the respondents indicated applicants are asked for information that is in violation of federal employment regulations; 30.9 percent do not provide contracts, as required by state law. Based on the study findings, administrator training programs in personnel selection are recommended, along with further research to enable administrators to identify characteristics of successful teachers prior to hiring them. (Author/MLF)

ED 220 969 EA 014 960

Achilles, Charles M. And Others

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.

Educational Images, Inc., Knoxville, TN.
Spons Agency-Delaware State Dept. of Public Instruction, Dover.
Pub Date-Jul 82
Note-15p.; For related documents, see EA 014 958-959.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Students, Class Rank, *Discipline Problems, Elementary Secondary Education, *Minority Group Children, *Racial Composition, *Racial Discrimination, School Size, Sex, Socioeconomic Status, Student Characteristics, *Suspension, Tables (Data)
Identifiers-*New Castle County School District DE

This brief third volume of a three-volume study addresses in more detail several analytical issues raised in the first two volumes. The overall study involved research on the former New Castle County (Delaware) School District reorganized into four districts in 1981 to discover whether the 1979-82 overrepresentation of minority students (mostly blacks) in suspensions, special education, and lower academic groupings resulted from discriminatory practices. Using data from the first two volumes, this part of the study compares the effects on suspensions of variables besides race, including student socioeconomic status, sex, and class rank as well as school enrollment size and percentage of minority students. Analysis using ratios and percentages indicates that not only minority students, but also males, high school students receiving Aid to Families with Dependent Children, and senior high school students in lower class ranks, are all overrepresented in suspensions. Further analysis using Pearson's correlation coefficient reveals no statistically significant relationships between minority suspensions and either school size or percentage of minority students. The author recommends that the schools and the community work on the entire area of discipline rather than on discipline in relation to any one factor. (RW)

ED 221 008 EC 150 032

Justen, Joseph E., III, Ed. And Others
Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
Cherokee County Board of Education, Centre, AL.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-81
Note-248p.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adapted Physical Education, Behavior Change, Behavior Modification, *Behavior Problems, Communication Aids (for Disabled), *Communication Skills, *Curriculum, Curriculum Guides, Elementary Secondary Education, Evaluation Methods, Manual Communication, *Motor Development, Objectives, Records (Forms), Recreational Activities, *Severe Disabilities, Sign Language, Student Evaluation

The Cherokee County (Alabama) Curriculum Guide for Teachers of the Severely Handicapped focuses on four areas elimination of maladaptive behavior, alternative forms of communication, developmental physical management, and special physical education/recreation. The section on maladaptive behavior reviews basic intervention strategies, categories of behavior, use of the assessment instrument and objective cards, the decision to eliminate behavior or replace it, and some observations on basic intervention. Following a glossary of terms are six teacher objectives with suggested interventions for particular maladaptive behaviors. Appendixes for this first section include information on administrative policy, administrative approval, a review of behavior modification procedures, a resource list of materials on behavior modification, a list of objectives, and sample assessment instruments. The second section, on alternative forms of communication, describes manual communication (Cherokee Sign System, sign language instruction); communication boards, techniques, and devices (such as encoding and simple electronic and portable aids); assessment (physical skills, motion/coordination, language skills, and the nonverbal assessment checklist); consideration in developing communication boards (such as board contents and format); and consideration in selecting electronic aids. Second section appendixes include a report by E. Shultz on Bliss Symbols, a list of selected suppliers of communication aids, samples of alternative forms of the communication checklist, and a list of objectives. A third section concentrates on physical management assessment with particular attention to cerebral palsy, spina bifida, and seizures. A glossary of terms is followed by a report on the physical implications of severe disability, illustrated descriptions of adaptive equipment, a sample assessment form, and list of objectives. A final section covers such topics as nonhandicapped patterns of motor development, developmental characteristics of play, and teaching tips; and concludes with a bibliography, a list of objectives, and a form for special physical education/recreation assessment. (SW)

ED 221 047 FL 013 175

Orientation to Employment in the U.S. for Refugees Lao.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date-82
Grant-96-P-10002-3-01
Note-40p.; Broken type in the English version. For related documents, see FL 013 174-178.
Language-English; Lao
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cross Cultural Training, *Employment, *English (Second Language), Job Skills, Labor Market, *Laotians, *Orientation Materials, *Refugees, Socioeconomic Status

One of a series of refugee orientation materials, this guide to employment is intended to assist Laotian refugees in their understanding of the employment situation in the United States and to give them necessary information for obtaining work. The text is in Lao followed by an English-language version, which is not an exact translation but which gives the substance of the foreign language part. The topics covered in the guide are the following: (1) American attitudes towards employment and what goes into a decision about job qualifications and choice; (2) a list of questions about job choices and suggested answers that deal with skills, pay, entry-level jobs, fringe benefits, and expectations about hours of work; (3) the process of getting a job, including using employment agencies, preparing for the interview, and making a decision about a job once it is offered; (4) factors that are important for keeping a job, particularly dependability and responsibility; (5) relations with supervisors and co-workers; (6) considerations involved in deciding to change jobs; and (7) advantages of developing new skills through adult education programs. A convenient checklist of things to consider in getting a job concludes the guide. (AMH)

ED 220 703 CE 033 799

Lee, Carolyn

Observation of Patient. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-21p.; For related document see CE 033 798. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Individualized Instruction, Instructional Materials, Learning Modules, Medical Services, *Observation, *Patients, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers-*Symptoms

This instructor's packet accompanies the learning activity package (LAP) on observation of the patient. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, an additional resources list, suggested activities, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 912 EA 014 756

Stolberg, Charles G., Ed.

School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Report No.-ISBN-0-910170-22-3

Pub Date-81

Note-51p.; As presented during a Special Session on Accounting, Budgeting and Finance at the Annual Meeting of the Association of School Business Officials of the United States and Canada (66th, New Orleans, LA, October 27, 1980).

Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 3002; $7.50).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, Budgets, *Educational Finance, Elementary Secondary Education, Job Skills, *Money Management, *School Accounting, School Business Officials

Identifiers-*Financial Audits, *Financial Reporting

To help improve school district financial management, the Association of School Business Officials at its 1980 annual meeting held a special session consisting of 20 mini-workshops'' about successful, field-proven practices in school budgeting, accounting, auditing, and other financial tasks. This document provides summaries of the session based on the tip sheets'' and supporting materials provided by each mini-workshop presenter. In the document's first section, nine presentations are covered on budgeting methods, budget comparisons with other school districts, various accounting methods and applications (including accrual, cash basis, encumbrance, fixed asset, and self-insurance accounting), retirement plan analysis, student activities accounts, and enrollment projections for financial planning. The second section, on auditing and financial reporting, offers 11 mini-workshops on internal and external auditing, fund and property accounting, monthly financial reports, statements of changes in fund balances and financial position, enterprise funds, and revenue and expenditure statements. Each presenter's name, address, and telephone number accompany the workshop material. (Author/RW)

ED 221 027 FL 013 116

Thorndike, Robert L.

Dilemmas in Diagnosis.

Pub Date-82

Note-5p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981). Also appears in Assessment Problems in Reading,'' Walter H. MacGinitie, Ed.

Available from-Not available separately; see FL 013 112.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Diagnostic Tests, Elementary Education, *Psychometrics, *Reading Diagnosis, Standardized Tests, Testing, *Test Interpretation, Test Norms

Identifiers-Stanford Achievement Tests

Diagnostic judgments are often based on the comparison of two measures in order to judge whether the individual shows a genuine discrepancy in the traits or characteristics that the two measures represent. Until a perfect psychometric battery comes along, psychometricians can offer some guidance on the level of confidence to be placed in diagnostic judgments. In setting a level of confidence, three things have to be considered: (1) the size of the standard errors of measurement for the two variables, (2) the size of the observed difference between the two scores, and (3) the correlation between the measures of the two attributes one is studying. From an illustrative example of a child whose score was one standard deviation lower on a paragraph test than a word test, a procedure is worked out for preparing tables showing the betting odds'' for representative combinations of reliability, intercorrelation, and size of difference. The implications of these tables and the type of thinking they represent are applied to some samples of actual tests with the reliabilities and intercorrelations that characterize them. The texts examined briefly are the Davis reading tests, the Standard Diagnostic Reading Tests, and the reading tests of the Stanford Achievement Battery. A conclusion from the preceding analyses is that diagnosticians' hypotheses should be very tentative. (AMH)

Valisno, Mona D.
Assessment and Non Formal Education: The Philippine Experience.
Pub Date- 82
Note-30p.; Best copy available.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, Adult Education, *Credentials, Dropout Programs, Dropout Research, *Dropouts, Educational Testing, Elementary Secondary Education, *Equivalency Tests, Evaluation, Informal Assessment, Lifelong Learning, Literacy Education, *Nonformal Education, Out of School Youth, Reentry Students, Student Attrition, *Student Evaluation
Identifiers-*Philippines

Education should not be thought of as being confined within traditional, formal education, but as embracing all learning processes and activities. Formal and informal systems of learning have specific roles to play within the educational process, while maintaining close cooperative linkages with each other. In other words, education is a lifelong process. Cognizant of the fact that there are many students who have dropped out of school but whose acquisition of learning has not ceased, the Filipinos pioneered a project on assessment that recognizes skills acquired through informal dimensions. The reintegration of these students into the educational system is made possible through the Accreditation and Equivalency Program (AEP), carried out through a series of proficiency tests. School dropouts have various educational backgrounds, and the AEP provides avenues for them to re-enter the education system on their levels. Findings from the project showed that Grade III appears to be the threshold educational level where permanency of literacy and numeracy is at its optimum; and that, after general mental ability, the grade level last completed before dropping out is the most important explanatory factor influencing later educational success of the reintegrated students. (KC)

ED 220 588 CE 032 670

Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973.

California State and Consumer Services Agency, Sacramento.
Pub Date-Nov 81
Note-247p.; For related documents see CE 032 668-671.

Pub Type- Reference Materials - Directories/Catalogs (132) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Accessibility (for Disabled), Adult Education, Affirmative Action, Compliance (Legal), *Court Litigation, Disabilities, Elementary Secondary Education, *Federal Courts, *Federal Legislation, Federal Regulation, Indexes, Postsecondary Education, Preschool Education, Social Discrimination, *State Courts
Identifiers-*California, *Rehabilitation Act 1973 (Section 504)

This index is divided into two sections: an Index on Federal Regulations and an Abstracts section of Court Cases and Administrative Decisions. Section 1 provides a topic index and comparison of contents and coverage of 16 federal departments with regulations established as of August 1981. Presented in tabular form, this index shows major topics and subtopics; in alphabetical order, names of each federal department whose regulations are cited; Federal Register volume numbers, dates, and Codes of Federal Regulations; specific regulation sections or part numbers''; and subpart numbers.'' Seven topics are covered: Administrative Requirements; Assurances; Discrimination; Education (all but postsecondary); Education Postsecondary; Employment; Health, Welfare, and Social Services; and Program Accessibility. An appendix lists federal departments with regulations, guidelines, or requirements. Section 2 provides short summaries of court cases (1976-81) and administrative decisions relating to discrimination of persons with disabilities and to compliance with federal and state laws. The format for administrative decisions is topic, plaintiff/defendant, court, reference, and synopsis. Court cases are listed by eight topics: Administrative Requirements, Complaints, Definition of Handicap, Discrimination, Education, Employment, Institution vs. Community Placement, and Transportation. Cases within topics are listed in chronological order. Other information provided includes the plaintiff/defendant, court, reference, and synopsis. A glossary is appended. (YLB)

ED 220 726 CE 033 971

Singer, Norman M., Ed. And Others
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0025
Note-50p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN244, $4.25).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Assisted Instruction, *Computers, Computer Science, Educational Change, *Educational Philosophy, *Educational Technology, Education Work Relationship, *Futures (of Society), Social Change, *Technological Advancement, *Telecommunications

This compilation of four papers provides an overview of recent developments in communications technologies and suggests how these developments will affect adult, career, and vocational education. Following an introduction, by Juliet V. Miller, that both summarizes each of the papers and synthesizes the information presented, the first paper, by Christopher J. Dede, considers the reshaping of adult, career, and vocational education by the emerging communications technologies. Discussed are the way changes are affecting the world of work and, subsequently, educational content and delivery. The second paper, Recent Developments in Telecommunications Technology,'' by Frank W. Norwood, reviews developments that will lead to the home becoming a telecommunications center with the capability of delivering a wide variety of knowledge and instruction. Next, Jo Ann Harris-Bowlsbey, in Educational Applications of Communications Technology,'' addresses three questions: (1) How can educators be trained to use communications technologies? (2) How can computers assist individuals in career decision making? and (3) How can computers be used to support instruction? The final paper, by Katy Brown Greenwood, focuses on the need for and process of developing a philosophy to guide the use of communications technology in vocational education. The author emphasizes studying alternative futures and past and current values in order to broaden vocational education for the preferred future. A list of references concludes the document. (DTT)

ED 220 893 CS 503 948

Robinette, Dan Fields, Jay E.

Interpreters Theatre as Confirmed by New York Productions.

Pub Date-82
Note-30p.
Journal Cit-Kentucky Journal of Communication Arts; v10 n1 p22-28 Fall 1982
Pub Type- Information Analyses (070) - Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Drama, Literary Devices, Playwriting, Production Techniques, *Readers Theater, *Theater Arts
Identifiers-*Broadway Plays, *Interpreters Theatre

A study was conducted to survey current directions and conventions in Interpreters Theatre (includes readers theatre, presentational theatre, and chamber theatre) through a literature review and to note the presence and function of these conventions in current Broadway shows that are predominantly representational. The essential conventions were found to be (1) an author- or director-introduced narrative element within the play, (2) minimal theatrical cues that invite an imaginative response from audiences, (3) a general tendency to give prominence to the words or ideas of the play, (4) a performer playing more than one character, and (5) a creative use of offstage/onstage focus. One or more of these five conventions were found to be an integral part of a large number of Broadway plays, including Talley's Folly,'' The Elephant Man,'' Equus,'' Strider,'' Evita,'' and Da'' among others. The presence and importance of these conventions raises two questions for further study: Should instruction in Interpreters Theatre styles and techniques be increasingly important to a contemporary actor's training? and Where do these conventions originate, in the playwright, the designer, or the director? One thing is certain, the importance of these conventions will not diminish in the near future. (JL)

ED 221 068 FL 013 302

English as a Second Language Resource Manual, Volume I.

Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
Spons Agency-Department of State, Washington, D.C.
Pub Date-82
Contract-1037-220050
Note-587p.; For related documents, see FL 013 303-305.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-Adult Education, Cultural Education, Curriculum Design, *English (Second Language), *Indochinese, Refugees, *Second Language Instruction

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language (ESL) and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with an overall outline for curriculum development, which describes how the implementing agencies jointly developed competency-based ESL curriculum guides for use throughout the region. Two curriculum guides cover different levels of English competency, the first a beginning level, and the second three more advanced levels. Both guides provide charts outlining learning activities for specific topics (such as classroom orientation) and competencies (such as self-introduction). The learning activities are categorized according to skill, such as listening and writing, and cultural notes are provided. The volume concludes with descriptions of a placement evaluation and an ESL proficiency test; the placement evaluation is appended. (JB)

Benoliel, Jeanne Quint, Ed.
Death Education for the Health Professional.
Report No.-ISBN-0-89116-248-8

Pub Date-82
Note-128p.
Available from-Hemisphere Publishing Corporation, Berkeley Building, 19 E. 44th St., New York, NY 10036 ($24.50).
Pub Type- Reports - Descriptive (141) - Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Cancer, Course Content, Course Descriptions, Cultural Influences, *Death, *Diseases, *Grief, Higher Education, Interdisciplinary Approach, *Medical Education, Medical Services, *Nursing Education, Psychological Needs, Social Influences, Teaching Methods
Identifiers-*Hospices, University of Manitoba (Canada), University of Massachusetts, University of Washington, University of Wisconsin Milwaukee

The perspectives of a number of health professionals based on their experiences in providing death education courses are presented in essays. In Interdisciplinary Death Education in a Nursing School'' (Helen L. Swain and Kathleen V. Cowles), the development of an undergraduate elective course in death, dying, and bereavement at the University of Wisconsin-Milwaukee School of Nursing is described. In An Undergraduate Nursing Course in Palliative Care'' (L. Degner and others), a course initiated in 1977 is outlined. Jeanne Quint Benoliel, in Death Influence in Clinical Practice: A Course for Graduate Students,'' reports on a graduate course designed to provide for analysis of the social, cultural, and psychological conditions surrounding death in modern society. Death Education for Advanced Nursing Practice'' (Ruth McCorkle) gives a graduate program description for the Department of Community Health Care Systems at the University of Washington. In Death Education in Medical School: A Seminar on Terminal Illness'' (Brian W. Goodell, Joyce I. Donohue, and Jeanne Quint Benoliel), a large-class seminar developed at the University of Washington School of Medicine on terminal illness is reported. Humanistic Health Care Education in a Hospice/Palliative Care Setting'' (Sandra L. Bertman, Harry Greene, and Cary A. Wyatt) describes a course taught to an interdisciplinary group of health care professionals and focusing on the psychological, social, and cultural implications of humanistic health care. References are included with each essay, and an overall index is provided. (MSE)

ED 220 626　　　　　　　　　　　　　　　　　　　　　CE 033 487

Smith, Clifton L. And Others

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.

Missouri Univ., Columbia.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-29 Jun 82

Note-148p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Interest Research, *Organizational Objectives, Secondary Education, *Student Interests, *Student Organizations, Student Participation, *Vocational Education

Identifiers-Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Home Economics Related Occupations, *Missouri, Vocational Industrial Clubs of America

This project sought to ascertain the congruency between the interests of members of Vocational Student Organizations (VSO) and the goals and activities of five secondary vocational student organizations in Missouri. The organizations that were studied are the Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America/Home Economics Related Occupations, and Vocational Industrial Clubs of America. Usable returns of the survey questionnaire were received from 148 local units (1,968 twelfth-grade student members and 159 teacher advisors). Data were analyzed using multivariate analysis of variance, least square means, and content theme analysis procedures. Student-members and teacher advisors perceived VSOs as meeting goals judged common to all organizations. Student members did not perceive all VSOs individually as meeting all goals common to every organization. VSO activities were perceived as congruent with interests of a majority of members. Following the 18-page narrative are these appendixes: participants, VSO goals and objectives, project procedures, a reference list, 10 questionnaires (a different one for students, members and teachers and for the five VSOs), and a glossary. (YLB)

ED 220 664 CE 033 592

Chapman, Warren Katz, Martin R.

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Contract-400-79-0020
Note-205p.; For a related document see CE 033 591.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Career Awareness, Career Choice, Comparative Analysis, Computer Oriented Programs, *Delivery Systems, Educational Resources, Experiential Learning, Information Dissemination, Information Needs, *Information Sources, Information Systems, Information Utilization, National Surveys, *Occupational Information, Poverty Areas, Questionnaires, Reference Materials, Relevance (Information Retrieval), Resource Materials, School Surveys, *Secondary Education, Student Attitudes, *User Satisfaction (Information), Use Studies
Identifiers-*Career Information Systems

A study examined the comparative effects of major types of career information resources currently available to secondary school students on students' career awareness and career decision making. Twelve schools representing six different types of delivery systems and two levels of poverty comprised the study sample. Evaluated during the study were computer-based, experience-based, materials-based, instruction-based, publications-based, and minimal-resource delivery systems. A special instrument was designed and administered to over 100 students in each school, and interviews were conducted with from 11 to 19 students in each school. The major finding of the study was that there were no clearly discernable effects attributable to the resources available at the schools. There were also no effects attributable to the poverty level of the schools. Various recommendations were made to encourage students to use appropriate resources more frequently and effectively than they do now. Among these were calls to establish a curriculum for career decision making, to use experiential materials and programs, to improve resources for educational planning, to test materials on samples of students, and to improve computer systems. (MN)

ED 220 771 CG 016 178

Richardson, Julia K.

How to Apply for the Professional Counselor License.

Pub Date-81

Note-63p.; For related document, see CG 016 179. Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, *Counselor Certification, *Counselor Qualifications, *Counselors, Professional Recognition, State Licensing Boards, Study Guides, Test Anxiety, *Test Coaching, Test Format, *Test Items, *Work Sample Tests

Identifiers-*Virginia

This study guide, designed to help counselors prepare for the Virginia Professional Counselor License Examination, guides applicants through the licensing application process, with information on the written and oral parts of the examination. Recommended texts for studying for the exam are suggested, and sample questions are provided. Guidelines and examples are offered for preparing a work sample and writing a case study. In addition, members of the Virginia Board of Professional Counselors and guidelines for post-graduate degree supervision are listed. Examples of pertinent correspondance are also given. (JAC)

ED 220 873 CS 503 860

Monda, Lori C.

Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature.

Pub Date-81

Note-101p.; Prepared in the Crossroads Basic Skills Improvement Program, California State University, Long Beach.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Communication Research, Educational Theories, Elementary Secondary Education, *Instructional Improvement, Literature Reviews, Models, *Speech Communication, *Speech Curriculum, *Speech Instruction, State of the Art Reviews, *Verbal Communication

Through a review of literature, this paper focuses on the development of a framework for the teaching of functional communication skills in grades six through nine. Following the introduction, the first section examines the context, purpose, and ability dimensions of oral communication as well as a model that combines all of these elements. The second section recounts the issues surrounding the definition of communication competence, while the third section addresses the issues of assessment of competence, including domain of competencies, measurement strategies, minority test bias, and criteria for instrument construction. The fourth section surveys the program goals and objectives of a variety of oral communication experts. In the hope of providing information useful for developing a curriculum that reflects the state of the art in oral communication, the fifth section outlines general instructional approaches to oral communication and presents specific methods and activities that can be used in oral communication instruction. Descriptions and examples of activities for functional communication, nonverbal communication, values clarification, referential communication games, and activities for assessment are all provided. The paper concludes that models for teaching oral communication should be process oriented. (JL)

Elseroad, Homer

Managing Technological Change in Montgomery County, Maryland.

Pub Date-81
Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Change Strategies, Computer Assisted Instruction, Computer Managed Instruction, *Computer Oriented Programs, *Educational Change, Elementary Secondary Education, Methods Research, Program Implementation, School Business Relationship
Identifiers-*Montgomery County Public Schools MD

Over a 15-year period the use of computer technology in the Montgomery County (Maryland) Public Schools increased dramatically, expanding from a small operation supporting the finance department to a full system with applications in all aspects of administration at the central office and local school levels as well as in instruction. Four of the major events influencing these developments were the early appointment of a task force on the educational applications of computer technology; the undertaking of a 6-year research and development project in computer-assisted instruction (CAI) and computer-managed instruction (CMI); the development of a model comprehensive educational managerial information system by a second task force that had members representing both the school district and IBM; and a two-phase implementation of the instructional systems developed during the CAI and CMI research project. These four events are described in this document, with special attention paid to the reasons behind and the results of the CAI and CMI research project. The author recommends 12 management strategies for effecting technological change in school systems through a deliberate, attainable, well-planned, and well-managed process. (Author/PGD)

ED 221 085 HE 015 304

Newton, Michael D.

Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program.

Pub Date- 82

Note-207p.; Ph.D. Dissertation, University of Redlands, CA.

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 81-28-326).

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors-Academic Aspiration, *Adult Students, *Alumni, Bachelors Degrees, College Students, *Educational Benefits, *Education Work Relationship, Enrollment Influences, Evening Programs, *External Degree Programs, Graduate Surveys, Higher Education, Institutional Research, *Nontraditional Education, Occupational Aspiration, Part Time Students, Student Attitudes, Student Needs, Undergraduate Study

Identifiers-*University of Redlands CA

The need for and success of the external undergraduate degree program at the University of Redlands, California, in meeting the educational and occupational goals of a selected population of graduates were assessed. A 21-item questionnaire was administered to alumni of 3 external bachelor degree programs. Sixty-seven respondents had been awarded the Bachelor of Arts Degree in Liberal Studies during 1975-1978; 50 respondents obtained the Bachelor of Arts Degree in Management during 1977-1979; and 87 respondents obtained the Bachelor of Science Degree in Business Administration during 1978-1979. Study objectives were as follows: (1) to identify professional, educational, and personal benefits derived from the respective degree programs; (2) to identify specific factors that chiefly motivate students to enter and complete an external degree program and to determine whether these factors existed at Redlands University; and (3) to quantify the Redlands alumni perceptions and evaluations of the quality and value of their academic experience while external degree students. Findings include the following: a significant number of graduates (77.5 percent) would not have returned to college to complete a bachelors program had not an external, nontraditional degree program been available; the most important factors listed to enter and complete the external program were part-time curricular offerings in the evening, the less time needed to earn the degree than a traditional setting, and geographic convenience of offerings; 92 percent indicated the educational value of their external degree program requirements to be greater than earlier traditional experiences; and job promotions and salary raises were outcomes of external degrees. (Author/SW)

ED 220 607 CE 033 414

Homebound/Cluster-A.B.E./ Special Demonstration Project-309.

Cincinnati Public Schools, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
Pub Date-Jun 79
Note-82p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education, *Community Education, *Homebound, Home Programs, *Itinerant Teachers, Program Administration, *Program Implementation, Publicity, Recordkeeping, Site Selection, Small Schools, Staff Development, Student Motivation, Student Needs, Student Recruitment, *Teacher Aides, Teacher Responsibility, Teacher Role, Urban Areas, Urban Extension

This manual describes details for organizing and implementing the Homebound/Cluster-ABE (adult basic education) delivery system designed to serve two to eight students in community-based settings. Participants are persons bound to communities by social, economic, emotional, or physical problems. Settings include participants' homes, local schools, social service agencies, chruches, libraries, and community centers. The first of 10 chapters provides an overview of staff training and tutorial techniques for implementation of the program. Chapter 2 discusses program promotion, including procedures used to select and set up sites and the rationale for determining the type of ABE delivery system to use. Location of Homebound/Cluster-ABE units is considered in chapter 3. Discussion in chapter 4 focuses on procedures to reach and recruit students into the program effectively. Chapter 5 discusses the logistics of arranging schedules to use staff and materials most effectively. In chapter 6, job descriptions that define roles and responsibilities of administrators, coordinating teachers, teacher aides, and students are provided. Chapter 7 presents a discussion of the personal motivations of enrollees. Management of the Homebound/Cluster-ABE operation is presented in chapter 8. Chapter 9 provides various data used in statistical reports and demonstrates methods used to compile records. The final chapter offers suggestions for adaptations of all the previous material for smaller school districts. (YLB)

ED 220 645 CE 033 543

Fagan, Louis James

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Aug 80

Note-63p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classroom Techniques, Educational Resources, *Inservice Teacher Education, Instructional Materials, *Learning Activities, Legislation, Lesson Plans, *Nondiscriminatory Education, Postsecondary Education, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, Transparencies, Units of Study, *Vocational Education, Workshops

Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on sex equity in vocational education contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans cover the definition of sex equity and the reasons for sex equity, including legislation and the changing labor force. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 682 CE 033 682

Johnson, Ruth C.
Manpower Requirements in the Nuclear Power Industry, 1982-1991.
Oak Ridge Associated Universities, Tenn.
Spons Agency-Institute of Nuclear Power Operations. Atlanta, GA.; Office of Nuclear Power Systems (DOE), Washington, DC.
Report No.-ORAU-205
Pub Date-Sep 82
Contract-DE-AC05-76OR00033
Note-70p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Employment Projections, Futures (of Society), *Labor Needs, *Labor Turnover, *Nuclear Energy, *Nuclear Power Plants, Nuclear Power Plant Technicians, Occupational Surveys, Technical Education, *Technical Occupations
Identifiers-Nuclear Industry, Nuclear Reactor Operators

A study projected employment needs created by growth and employee turnover for the nuclear power industry over the next decade. Only employment by electric utilities in the commercial generation of nuclear power was investigated. Employment data for 1981 were collected in a survey of 60 member utilities of the Institute of Nuclear Power Operations. The data were analyzed statistically to identify factors accounting for variations in power plant staffing and the number of off-site nuclear support personnel employed by a utility. Total employment in the nuclear power industry was predicted to increase from 54,400 in 1981 to 73,600 in 1991. Due to replacements, 36,300 additional employees would also be needed. As more power plants progress from design and engineering, through construction, and into full operation, more on-site employees will be needed. Megawatt capacity, number of reactor units, operation status, and projected completion dates for units under construction were identified as factors influencing the number of employees at a power plant site. Number of off-site personnel was influenced by total megawatt capacity in operation, total megawatt capacity under construction, projected completion dates for units under construction, and whether or not the utility industry does its own architect-engineering work. (Appendixes, amounting to approximately one-half of the report, include questionnaires, technical notes, and utility-projected 1991 employment.) (YLB)

ED 220 704 CE 033 800

Hime, Kirsten

Oral Hygiene. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-32p.; For related document see CE 033 801. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Dental Health, Individualized Instruction, Learning Activities, Learning Modules, *Medical Services, *Patients, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

This learning activity package on oral hygiene is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a list of definitions, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: rules for good oral hygiene, brushing and flossing teeth, helping patients with mouth care, denture care, and special oral hygiene. (YLB)

ED 220 748 CG 016 153

Talbot, Gilles L.

The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance.

Quebec Univ., Sainte Foy.

Spons Agency-Ministry of Education, Quebec (Canada).

Report No.-ISBN-2-551-04318-2

Pub Date-81

Note-129p.; Project supported by a grant from the Direction generale de l'enseignement collegial within their "Programme de subvention a l'innovation pedagogique." Figures 1-4 and Appendices 3-7 not filmed due to marginal legibility. For related document, see CG 016 152.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Achievement, Academic Failure, Curriculum Development, Dropout Prevention, Foreign Countries, Locus of Control, *Predictive Validity, Student Interests, *Student Motivation, *Study Habits, Two Year Colleges, *Two Year College Students, *Work Attitudes

Identifiers-*Canada

Previous research has suggested that extrinsic rewards operate to decrease intrinsic motivation to perform a task when they are offered for an initially intrinsically motivating task and then removed. To determine the initial intrinsic motivation of studying, 170 Canadian community college students were divided into one control and four treatment groups: announced and unannounced rewards, and skill or chance directions. Data from questionnaires measuring locus of control, learning motivation, meaning and value of work, and teacher and course evaluations were analyzed. The results indicated that intrinsic motivation and locus of control were related but not sufficiently to predict academic achievement. Although the predictor variable (meaning of work) failed to achieve significance, the findings suggest that future research on students' meanings of work in predicting academic performance seems promising. (Author/JAC)

ED 220 854 CS 207 181

Berger, Jeffrey

A Seminar in Rhetoric and the Humanities: Rationale and Structure.

Pub Date-Jul 82

Note-12p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, Course Descriptions, Higher Education, *Humanities, Inservice Teacher Education, *Interdisciplinary Approach, Program Development, Rhetoric, Two Year Colleges, *Writing (Composition), *Writing Instruction

Identifiers-Community College of Philadelphia PA, *Freshman Composition

There is a movement at the Community College of Philadelphia to develop an interdisciplinary humanities course for both general studies students and career students. The goal of the course is students' active appreciation of the humanities, by their learning to perform basic rhetorical analyses of historically situated works, while understanding that every work is part of an ongoing historical debate. Linking freshman composition with an interdisciplinary humanities course to form one course taught jointly by a composition teacher and a humanities teacher will provide a content structure for the composition instruction, allow more time to be spent on both skills and content, and permit two instructors to share the content. The seminar format, the most effective way to teach such a class, will allow students opportunity to practice skills rather than just listen. Lectures will be kept at a minimum and emphasis will be on the analysis of the humanities work, rather than on historical information. The text for the course will be The Humanities: Cultural Roots and Continuities,'' volume 2, along with reproduced materials or a brief book of readings. Interested faculty may attend an inservice training session on teaching writing across the curriculum prior to the spring 1983 semester when the rhetoric/humanities course will begin. Course designers hope this will become a required course taught by all members of the humanities faculty. (HTH)

ED 220 989 EA 014 993

Stough, Morrow F.

Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.

San Diego State Univ., Calif. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-82
Contract-G067900256
Note-40p.
Available from-College of Education, San Diego State University, San Diego, CA 92182, Attention: Dr. Monica Murphy (free).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Ethnic Groups, *Parent Attitudes, Parent Background, Parent Participation, Parent Responsibility, *Parent Role, *Parent School Relationship, Parent Student Relationship, Questionnaires, *School Attitudes, Surveys
Identifiers-*San Diego Unified School District CA

In 1980, 482 parents of students in 4 elementary and secondary schools in the San Diego (California) Unified School District were individually asked 67 questions in interviews designed to reveal their perceptions concerning home-school communications, the quality and types of local educational services, parental responsibility in the educational process, and parental access to the schools' educational and planning processes. This report describes the methodology of the study, the breakdown of the data by parent group characteristics, the findings of the study in 42 areas, 16 general conclusions that can be drawn from the study, and the principal investigator's 27 recommendations for responding positively to the conditions revealed in the study. A demographic description of the parent sample forms one appendix and the parent interview schedule forms a second. (PGD)

ED 221 048 FL 013 176

Orientation to Employment in the U.S. for Refugees Khmer.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date-82
Grant-96-P-10002-3-01
Note-40p.; Broken type in the English version. For related documents, see FL 013 174-178.
Language-English; Khmer
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cambodians, *Cross Cultural Training, *Employment, *English (Second Language), Job Skills, Labor Market, *Orientation Materials, *Refugees, Socioeconomic Status

One of a series of refugee orientation materials, this guide to employment is intended to assist Khmer refugees in their understanding of the employment situation in the United States and to give them necessary information for obtaining work. The text is in Khmer followed by an English-language version, which is not an exact translation but which gives the substance of the foreign language part. The topics covered in the guide are the following: (1) American attitudes towards employment and what goes into a decision about job qualifications and choice; (2) a list of questions about job choices and suggested answers that deal with skills, pay, entry-level jobs, fringe benefits, and expectations about hours of work; (3) the process of getting a job, including using employment agencies, preparing for the interview, and making a decision about a job once it is offered; (4) factors that are important for keeping a job, particularly dependability and responsibility; (5) relations with supervisors and co-workers; (6) considerations involved in deciding to change jobs; and (7) advantages of developing new skills through adult education programs. A convenient checklist of things to consider in getting a job concludes the guide. (AMH)

ED 220 571 CE 031 702

Tennyson, W. Wesley And Others

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.

Minnesota State Dept. of Education, St. Paul.

Pub Date-Mar 81

Note-9p.; For related documents see CE 031 703-705.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Career Development, *Career Education, Career Exploration, Career Guidance, Course Objectives, Decision Making Skills, *Educational Objectives, Interpersonal Competence, *Learning Activities, Occupational Information, *Outcomes of Education, Primary Education, Self Concept Measures, Self Evaluation (Individuals), *Values Clarification, Work Attitudes

Identifiers-*Minnesota

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in the primary grades in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the primary grades are organized into seven management tasks, as follows: (1) awareness of self; (2) acquiring a sense of control over one's life; (3) identification with workers; (4) acquiring knowledge about workers; (5) acquiring interpersonal skills; (6) ability to present oneself objectively; and (7) acquiring respect for other people and the work they do. Each management task contains several performance objectives (e.g., describe how the work of women and men is equally important''), further refined into enabling objectives (learning activities) such as describe the changing roles of men in work and family.'' The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

ED 220 794 CS 006 773

NIE Roundtable on Urban Reading. Final Report.
PSI Associates, Inc., Washington, DC.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date-31 Jan 81
Note-174p.
Pub Type- Reports - General (140) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Black Youth, Conferences, Elementary Education, Junior High Schools, Learning Theories, *Reading Achievement, Reading Difficulties, Reading Research, Sociocultural Patterns, *Urban Areas, *Urban Youth
Identifiers-National Institute of Education

In November 1980, the National Institute of Education (NIE) sponsored a roundtable on Issues in Urban Reading, the proceedings and recommendations of which are included in this paper and focused on two major questions: What is contributing to the drop in reading scores during the elementary and middle school years? and What are the skills and characteristics black children bring to the classroom? Following a foreword, the paper first presents the roundtable agenda, and a summary of the proceedings. The major portion of the report contains the papers presented by participants of the conference on the following seven topics: (1) issues on urban reading: a sociolinguistic perspective, (2) the competency based approach for urban children, (3) context and ethnography of urban reading programs, (4) learning theory and the reading problems of urban black children, (5) issues in urban reading: expanding the current NIE agenda, (6) research recommendations for an urban reading study, and (7) reading achievement and the social-cultural frame of reference of Afro-American children. (HTH)

ED 220 813 CS 006 802

Blanchard, Harry E. And Others

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date-Aug 82

Contract-400-76-0116

Grant-NIMH-MH-32884; NIMH-MH-33408

Note-192p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Norms, *Perception Tests, *Predictive Validity, *Reading Research, *Research Tools, Research Utilization, *Resource Materials

To conduct a series of studies and to provide other researchers with texts that may prove useful in answering a variety of questions about perception in reading, it was necessary for two researchers to create pairs of texts that were different in meaning but were physically different in only one letter. These texts were created by first identifying pairs of words that differed in a single letter and then writing a context of one or more sentences in which either member of the pair would fit and make sense at the same word position in the text. (For example, leaks/leans'' in The shed. .so much it is unusable.'') After the introduction, the first section of the document describes the construction of the materials, the two questionnaires used to determine the predictability of the critical word in the texts, the organization of the norms, and the potential uses of the norms in research. The bulk of the document then presents the words themselves, organized by length from three to seven letters and by parts of speech and shape of the pair. (JL)

ED 220 834 CS 207 017

Cline, Carolyn Motes, Susan

The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.

Pub Date-Jul 82

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Credibility, Ethical Instruction, *Ethics, Higher Education, *Journalism Education, *Public Relations, *Textbook Bias, Textbook Content, *Textbook Research

A 1981 survey of public relations teachers revealed two primary ethical concerns of their students: relationships with employers or clients and deliberate distortion of information. A study analyzed nine textbooks and three books of selected readings to determine the extent to which they exposed students to the concept of the public relations flack'' as a purveyor of half-truths.'' Results indicated the majority of the texts presented highly ambiguous views of the relationship of public relations to advertising, the history and development of persuasive communication, and the nature of public relations in general. Some of the major problems were in the description of public relations and of how public relations operates. Only four of the texts dealt with the functions and duties of the public relations practitioner. For the others, public relations was either a shrouded activity or the mere generation of publicity. Only two texts mentioned

the public relations professional organization and correctly identified the concept of accreditation. Public relations trends are identified as increased professionalism and increased reliance upon modern research and communication tools. The issues centered on ethics and the reputation of public relations practitioners. Most of the books presented public relations as a prostitute profession. Students are shown the public relations practitioner as a posturing flack deceiving, pushing, and employing techniques that run the gamut from handouts to junkets, from press conferences to bribes, with one ultimate goal: to control the content of the media. (HOD)

ED 220 894 CS 503 949

Basic Listening Skills.

Illinois Speech and Theatre Association.; Illinois State Board of
Education, Springfield.

Pub Date-Sep 82
Note-25p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Elementary Secondary Education, Guides, Interpersonal Relationship, *Learning Activities, *Listening Comprehension, *Listening Skills, Preschool Education, *Speech Instruction, *Teaching Methods

Intended to help school districts or classroom teachers develop and implement listening skills programs, this manual begins by stressing the importance of listening instruction and of the preparatory phase of listening readiness. This information is followed by a discussion of teaching assumptions about listening behavior that have been supported through research on listening skills. Listening contexts are then identified as they relate to communication functions (informing, controlling, imagining, feeling, ritualizing) and audience contexts (intrapersonal, interpersonal, grouping). The next section identifies basic listening skills for preschool through grade 12 and indicates whether the skill for the grade level should be introduced, focused, reviewed, or maintained. The final sections provide sample listening activities on becoming informed for preschool, on imagining for grades K-3, on feeling for grades 4-6, on ritualizing for grades 7-9, and on being controlled for grades 10-12. The description of each activity identifies the skills to be emphasized and includes directions for the teaching and assessment of the skills. (HOD)

ED 220 951 EA 014 935

Ritter, James R.

Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.

Pub Date-80
Note-305p.; Ed.D. Dissertation, University of Missouri-Columbia.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8117463; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Citizen Participation, Discriminant Analysis, Elementary Secondary Education, Predictor Variables, Public Opinion, *School Attitudes, *School Budget Elections, School Districts, School Surveys, *Socioeconomic Status, *Voting
Identifiers-Chi Square Test, *Columbia Public Schools MO

A survey instrument containing 46 socioeconomic and attitudinal items was administered to a sample of 452 registered voters in the Columbia (Missouri) School District. Three past financial elections and two hypothetical future financial elections were chosen in order to describe and analyze the relationships between socioeconomic and attitudinal variables and to determine whether or not an eligible voter (1) voted or did not vote and (2) voted yes'' or voted no'' in these elections. Statistical measures used to analyze the data included chi square tests and separate discriminant function analyses. Certain variables demonstrated high overall predictive potential in school financial referenda voting behavior. When correlated with voting or not voting, significant variables included number of children, mobility, income, and knowledge about the schools. Variables with high predictive potential for voting yes'' or no'' included number of children, political affiliation/orientation, home ownership, occupation, and attitudes toward adjusting teaching salaries upward, employing teacher aides, and spending more to lower the pupil-teacher ratio. Attitudes toward school programs and personnel appeared not to affect whether or not a person would vote in a school financial election, but did predict whether the person would vote yes'' or no'' in the election. (Author/MLF)

ED 220 970 EA 014 961

McGuire, C. Kent
State and Federal Programs for Special Student Populations.
Education Commission of the States, Denver, Colo. Education Finance Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ECS-F82-2
Pub Date-Apr 82
Contract-400-80-0042
Note-85p.
Available from-ECS Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, *Compensatory Education, Disabilities, Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, *Federal Programs, Limited English Speaking, Minority Groups, *Special Education, State Aid, *State Programs, Tables (Data)

Drawing on documentary data and surveys of state education officials, this report reviews current federal and state initiatives for disadvantaged, language-minority, and handicapped students in order to help states assess their options in light of the recent consolidation of federal education programs. The author notes different states' approaches and provides information on federal and state resources. Part 1 presents an overview of federal and state involvement in special-needs programs and discusses federal goals and objectives, state actions since 1965, and state financing mechanisms. Parts 2-4 cover federal and state programs and state funding approaches in compensatory, bilingual, and special education, respectively. State eligibility criteria for compensatory and special education programs are also examined in parts 2 and 4, while part 3 focuses on state legislation for bilingual programs. In the final part the author assembles national and state-by-state data on funding levels and analyzes past and future trends in federal and state support for special-needs programs. (Author/RW)

ED 221 028 FL 013 117

Baecher, Richard E.

Language Proficiency Assessment: Issues and Definitions.

Pub Date-82

Note-7p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Bilingual Education, *Definitions, Educational Diagnosis, *Language Proficiency, Student Characteristics, *Testing

Confusion, misinterpretations, and conflicting theoretical beliefs seem to be characteristic of language assessment practices. Much of the confusion and misrepresentation are due to the great variety of terms used in the language assessment process and to incomplete definitions of these terms and their operations. In an attempt to clarify the situation and sort out definitions of language proficiency, properties of definitions, such as ambiguity and vagueness, and basic rules for defining terms are applied to judgments of current definitions of language proficiency. Several current definitions of language proficiency are analyzed and different theoretical viewpoints attached to its meaning are revealed. It could be said that language proficiency is given different operational definitions according to the context in which it is used. Some guidelines to be employed in constructing a definition of the term are suggested after a clarification of the term assessment in relation to measurement and evaluation. Specifically, these guidelines attempt to define the property with which one is concerned in assessment of language proficiency, to distinguish between trait names'' and trait definitions,'' and to define variables in connection with the particular types of individuals involved in any situation. (AMH)

ED 220 589 CE 032 671

Program Access Master Planning Guide.
California State and Consumer Services Agency, Sacramento.
Pub Date-Nov 81
Note-400p.; For related documents see CE 032 668-670.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Accessibility (for Disabled), Architecture, Disabilities, *Equal Opportunities (Jobs), Federal Legislation, *Master Plans, Social Discrimination, State Legislation, *State Programs, Statewide Planning
Identifiers-*California

Designed for use by California state departments, this guide is a standardized approach to developing a master plan to ensure that persons with disabilities who are candidates or applicants for employment, employees, or recipients of state services are provided equal opportunities and fair treatment. It outlines a six-step process to evaluate a department's compliance status with state and federal laws on nondiscrimination. In addition, it establishes a plan to facilitate any needed changes to policies, practices, or the architectural access of facilities. Section 1 introduces the guide, rationale, and program access planning process. Sections 2 through 7 provide six steps in the development of a master plan: (1) to develop a program access management work plan, (2) to develop an employment policies and practices evaluation work plan, (3) to develop service policies and practices evaluation work plan, (4) to develop an architectural access evaluation work plan, (5) to summarize program access compliance status, and (6) to develop a program access master plan. Twelve sample forms are provided for developing work plans, performing evaluations, summarizing the department's status, summarizing levels and qualities of access, and establishing a comprehensive plan. (YLB)

ED 220 705 CE 033 801

Hime, Kirsten

Oral Hygiene. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-28p.; For related document see CE 033 800. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Dental Health, Individualized Instruction, Instructional Materials, Learning Modules, *Medical Services, *Patients, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on oral hygiene. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, additional resources (student handouts), student performance checklists for both assisting with oral hygiene and mouth care for an unconscious patient, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 727 CE 033 972

McDaniels, Carl

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-81-0025

Note-59p.

Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN245, $4.95).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Definitions, Educational Needs, Educational Planning, *Educational Responsibility, *Individual Development, Individual Needs, *Leisure Time, *School Role

Identifiers-*Life Cycles, *Life Planning

Aimed principally at educational professionals teachers; counselors; administrators; and vocational, career, and adult educators this monograph provides a framework for considering leisure as an integral part of life planning. The introduction, based largely on a literature review, presents historical perspectives on leisure, discusses its relationship to human development, and provides some theoretical perceptions and definitions; the chapter concludes with A Proposal for Leisure and Life Planning,'' which provides a rationale for discussing leisure in six life stages. Each of these stages is discussed in a chapter of its own, which indicates the most positive features of leisure at that stage and how various institutions can assist a person in taking advantage of the opportunities of that stage. The stages considered are (1) childhood, the awareness stage; (2) adolescence, the exploration stage; (3) young adulthood, the preparation stage; (4) adulthood, the implementation stage; (5) midlife, the involvement and reassessment stage; and (6) retirement, the reawareness and re-exploration stage. Following the six life-stage chapters, a summary presents 10 needs having educational implications for integrating leisure with life planning. Provided in two appendixes are, respectively, examples demonstrating innovative approaches to leisure and a charter of leisure. A list of references concludes the document. (DTT)

ED 220 913 EA 014 757

Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Report No.-ISBN-0-910170-18-5
Pub Date-81
Note-23p.; Developed by The Student Activity Research Committee of the Association of School Business Officials of the United States and Canada.
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 3003; $5.95).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Extracurricular Activities, Income, *Money Management, *School Accounting
Identifiers-*Financial Audits, Financial Reporting

The purposes of this handbook are to help improve internal systems for auditing funds received from student activities and to help ensure that school board policies and good business practices are being followed. After brief introductory sections, the document discusses internal auditing functions and standards and notes the internal auditing department's role as a part of the district management team. The next section considers the planning of an internal audit, while four subsequent sections look at internal auditors' review of general controls on student activities (including forms, records, and procedures) and their reviews of student activity revenues, expenditures, and reporting procedures. The document's final section describes the preparation and presentation of the internal audit report and suggests follow-up actions. (Author/RW)

ED 220 932 EA 014 853

Haugo, John E.

Managing Technology Change. MECC: A Management History.''

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Computer Oriented Programs, Consortia, Educational Cooperation, Elementary Secondary Education, Governance, Government School Relationship, Postsecondary Education, Problem Solving, *Program Administration, Public Agencies, State Programs, Statewide Planning

Identifiers-*Minnesota Educational Computing Consortium

The Minnesota Educational Computing Consortium (MECC) coordinates and provides computer services to students, teachers, and educational administrators throughout the state. MECC was organized in 1973 by the state's 4 public educational systems: the state university system (7 campuses), the community college system (18 campuses), the University of Minnesota (5 campuses), and the state's department of education (433 school districts). Drawing on the resources of its member systems and 75 professional staff, MECC provides overall review of computing plans and budgets, a statewide instructional timesharing system, support for microcomputers purchased through state contract, assistance in the development of regionally-based management information systems, and support for a variety of special projects utilizing computers. This report describes the governance, funding, and planning processes used by MECC, as well as the services the consortium provides. The progress made toward achieving MECC's six foremost goals is outlined, and the major management and governance problems MECC has dealt with are discussed. Though cautioning that MECC's approach may not work in other contexts, the author states that MECC has met its primary goals and has surmounted most of its problems, which have been political or human rather than technical or economic. (Author/PGD)

ED 221 009 EC 150 033

Reiter, Madeline
School Achievement and Juvenile Delinquency: A Review of the Literature.
Pub Date-May 82
Note-17p.
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Delinquency, Disabilities, Educational Research, Elementary Secondary Education, Learning Disabilities, *Learning Problems, Literature Reviews

The paper reviews research investigating the relationship between delinquency and school achievement, with particular emphasis on literature published since 1971. Individual sections address studies on incarcerated youth, the relationship between student track positions and delinquency, the responsibility of schools as a social institution, common etiologies in delinquents and low school achievers, speculations on typology, and proposed educational solutions. Noted among findings are that 42% of the populations in juvenile corrections institutions are comprised of handicapped children as described in P.L. 94-142 (the Education for All Handicapped Children Act); that a lower incidence of delinquency is found with individuals who participate in extracurricular activities; and evidence shows that social class variables are causal in nature, and the children having certain class characteristics, also identified as learning disabled, should be considered high risk for delinquency. Other findings cited are that academic achievement (particularly in the area of reading) has been associated with delinquent behavior, a lag in neurological development and deficiencies in attention span are evident in students with antisocial behavior disorders, and youth who have a low success rate are very vulnerable to participating in delinquent behavior. Proposed educational solutions include observing caution to avoid labeling children with academic deficiencies as predelinquent,'' exploring the creative potential of delinquent children, and augmenting traditional content-ladened lectures with additional visual stimuli. (SW)

ED 221 069 FL 013 303

English as a Second Language Resource Manual, Volume II.

Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
Spons Agency-Department of State, Washington, D.C.
Pub Date-82
Contract-1037-220050
Note-233p.; For related documents, see FL 013 302-305.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Classroom Techniques, Cultural Education, Curriculum Design, *English (Second Language), *Indochinese, *Learning Activities, Refugees, *Second Language Instruction

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language (ESL) and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with a collection of general classroom techniques, including dialogues, drills, and games and activities. Each technique or activity is described on a single sheet. An additional section is devoted to similar activities designed specifically to foster literacy. Finally, a collection of competency-related ESL activities, arranged according to skill level deals with such everyday concerns as housing, food, banking, health, and employment. A bibliography concludes the volume. (JB)

ED 221 101 HE 015 432

Fenster, Eric

College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.

To Educate the People Consortium, Detroit, MI.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Wayne State Univ., Detroit, Mich.
Pub Date-Apr 82
Grant-NIE-G-80-0061
Note-184p.; A Final Report from a Project entitled Effects of Workers' Enrollment in Higher Education on Children's Achievement,'' University Studies and Weekend College, Wayne State University, Detroit, MI.
Available from-College of Lifelong Learning, Wayne State University, 6001 Cass Avenue, Detroit, MI 48202 ($7.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Access to Education, *Adult Students, Attitude Change, Black Students, *College Attendance, Educational Television, Employed Parents, Higher Education, *Learning Motivation, Nontraditional Students, *Parent Child Relationship, *Parent Influence, Weekend Programs, White Students
Identifiers-Michigan (Detroit), *Wayne State University MI

The effects of college attendance by working adults on educational motivations of their children were studied. A total of 740 parents in the Detroit area who attended a college program combining in-home televised instruction with weekend decentralized seminars were surveyed along with 211 of their children and 75 respondents from Kansas City. Many of the adults were blue collar workers without previous college experience. Questionnaires and telephone interviews were completed by those who had attended class in union locals and by graduates of the University Studies and Weekend College, Detroit. Parents were asked their opinions about the quality of the education to which they or their children may have access and about the importance of education. They were asked to state the importance of three factors regarding their children at the time they decided to enter college: a desire to be better equipped to help with schoolwork; the wish to encourage children by setting an example; or a need to keep up with children because school subjects have changed. Adults frequently reported that they enrolled in a college degree program to set an example for their children. Parent-child talk about school was consistently related to children's learning attitude and grade changes. Many parents perceived positive changes in the motivation of their offspring, and extensive verbatim statements from parents and children are included as illustration. Effects that were noticed shortly after parents began their college studies included young children pretending to do homework with the parent and young adults deciding to attend college. Blacks reported stronger program effects than nonblacks; graduates perceived more change than noncompleters. Children, especially blacks, reported that their attitudes toward learning were positively influenced by their parents' college attendance. (SW)

ED 220 772 CG 016 179

Richardson, Julia K.

Professional Counselors Licensure Preparation Study Session Booklet.

Pub Date-81
Note-36p.; For related document, see CG 016 178. Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Counseling Techniques, *Counseling Theories, *Counselor Certification, Counselor Client Relationship, Counselor Performance, *Counselor Qualifications, *Counselors, Group Counseling, Psychopathology, Study Guides, *Test Coaching, *Test Items
Identifiers-*Virginia

This study guide, designed to help counselors prepare for the Virginia Professional Counselor License Application, provides a review of counseling techniques and procedures, evaluation and appraisal procedures, and group theories and techniques. Other topics reviewed in the materials include professional identity, function and ethics, and abnormal psychology. Texts are recommended as study aids; sample questions are given, including objective and essay questions. The materials are designed for either independent study or as a guide during group study sessions. (JAC)

ED 220 874 CS 503 871

Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982) Second Session. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-COM/MD/1

Pub Date-Jan 82

Note-59p.

Pub Type- Collected Works - Proceedings (021) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Research, *Communications, *Cooperative Programs, Coordination, *Foreign Policy, *Global Approach, *International Programs, *Mass Media, Program Budgeting, Program Descriptions, Program Effectiveness, Program Improvement, Technological Advancement

Identifiers-*Unesco

The items in this report were drawn from the 1982 meeting of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC), which had two objectives: to elaborate those criteria and procedures that should govern the selection of communication projects to be implemented by the program, and to approve and initiate certain projects aimed at improving communication in and between regions of the world. The various sections of this final report (1) detail the progress achieved in the implementation of IPDC; (2) examine the financial status of IPDC and the establishment of an appropriate system of financing and resources; (3) identify priorities and criteria for the selection of projects, based in particular on the interim reports on the needs and priorities in the field of communication; (4) examine the status of various regional, subregional, and national projects; and (5) report on the place and date of the next session of the Council. Among the appendixes are the agenda, reports of the Projects Commission and the Finance Commission, a model format for the presentation of projects, addresses provided by the General-Coordinator of Social Communication and the Director General of Unesco as well as the Chairman of the Council, a list of documents, and a list of participants. (HOD)

Ratcliff, Dale L.

Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-17 Jun 82
Note-13p.; Not available in paper copy due to poor type quality in original document. Prepared in the Department of Vocational Agriculture at California High School, Missouri.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agricultural Education, *Agricultural Production, Budgeting, *Capital, Computer Programs, Farm Management, Financial Needs, Financial Support, *Labor Utilization, *Livestock, *Microcomputers, Money Management, Planning, Resource Allocation, Secondary Education, *Supervised Farm Practice, Vocational Education

Designed as a tool for vocational agriculture instructors to use in helping their students plan livestock enterprises that they will use as a part of their supervised occupational experience programs, this microcomputer program enables students to compare livestock enterprises for optimum combination of labor and capital resources to produce maximum income. The program (which was successfully tested on students at California High School in California, Missouri) allows the user to obtain either a video listing or a printed copy of the information that is calculated as a result of the responses to the questions at the beginning of the program. Written in the BASIC language, the program is based upon data obtained from Farm Business Management Analysis: Analyzing the Farm Business,'' by Robert Denker, et al. and the Missouri Farm Planning Handbook, Manual 75.'' (MN)

Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.

Manchester Township District, Lakehurst, NJ.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-82
Note-71p.; Parts are marginally legible.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Guides, *Inservice Teacher Education, *Learning Modules, Material Development, *Mathematics Instruction, Peer Teaching, Secondary Education, Sex Fairness, Tutoring, *Vocational Education, *Workshops
Identifiers-*Applied Mathematics

This final report contains some narrative material and the products of a project to design and conduct inservice training for vocational educators to enable them to incorporate the Computer Assisted Vocational Mathematics Program into their curriculum. (Computer Assisted Vocational Mathematics is designed to increase students' knowledge of applied mathematics in their chosen vocational field through individualized computerized packets and peer tutoring guides.) The informational pamphlet is provided that describes elements of the curriculum and the training program. Next is presented the Computer Assisted Vocational Mathematics Workshop Booklet. Contents include the agenda, background information, topics covered (BASIC programming, writing programs, editing, and practical applications of the Computer Assisted Vocational Mathematics program), a sample computerized packet (one of 32 developed), and a troubleshooting manual. The workshop evaluation form and evaluation results are provided. (YLB)

ED 220 646 CE 033 544

Cartwright, Laura Miller, Carol
Handbook of Community Resources for Classroom Use.
Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Aug 81
Note-56p.; For related documents see CE 033 539-551 and CE 033 821.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Resources, *Educational Resources, *Guidelines, Human Resources, Instructional Materials, News Media, Postsecondary Education, *School Community Relationship, Secondary Education, Teaching Methods, *Vocational Education
Identifiers-Mississippi

This handbook, one of a series of materials, was created to help vocational education teachers in the Mississippi ARC (Appalachian Regional Commission) Region to use resources available in their communities to enrich their classroom teaching. Resources are categorized as communication, government agencies, industry, and local business and professional people. For each category, specific resources are listed; for each suggested resource, information is supplied on what to look for (e.g., free advertising, use of teletrainer) and suggestions for obtaining these resources are provided. An appendix to the handbook contains information and samples for preparing newspaper articles and radio and television spot announcements, and a glossary. (KC)

ED 220 665 CE 033 594

Greebler, Carol S. And Others
Men and Women in Ships: Preconceptions of the Crews.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-82-57
Pub Date-Aug 82
Note-63p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Attitudes, Employed Women, *Females, *Males, *Military Personnel, *Seafarers, *Sex Bias, Sex Fairness, Sex Stereotypes
Identifiers-Navy

Preintegration attitudes and expectations of 1,936 men and 346 women assigned to six Navy ships were measured before the women reported aboard, through the administration of gender-specific versions of the Navy in Transition'' questionnaire. An additional 483 men assigned to a ship not scheduled for integration completed the questionnaire for control purposes. Results showed that the majority of men believed integration would improve crew morale, but would have a negative impact on discipline and would increase interpersonal conflict. Lower ranking men favored integration, although they held the most traditional attitudes toward the roles of women and expected women to receive preferential treatment in job assignments, physically demanding work, and disciplinary action. Men working in departments where women are rarely found held traditional attitudes toward women's roles and were pessimistic about integration. The women were most concerned with profanity, success in their jobs, and resentment from men. (KC)

ED 220 683 CE 033 686

Kooij, Johanna V., Ed.

Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association.

National School Boards Association, Washington, DC. Educational Policies Service.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Grant-G007702981

Note-139p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agency Cooperation, *Board of Education Policy, Boards of Education, *Career Education, Educational Administration, Educational Finance, Educational Philosophy, *Educational Policy, Educational Practices, Elementary Secondary Education, Facility Planning, Instructional Development, Models, Personnel Policy, *Policy Formation, School Community Relationship

Identifiers-National School Boards Association

This reference manual is designed to help school board members and administrators to formulate policy statements on career education. It is a sample collection of policies contributed by school districts that have a reputation for outstanding career education programs, as well as newly written or edited policies that show how a board that wants to support career education through policy can go about adapting its current policy collection. A total of 60 sample school board policies, administrative regulations, exhibits, and briefing papers make up the collection. The policies can be edited, adopted, and adapted by local school boards as needs dictate. The policies are categorized according to the following 12 sections: foundations and basic commitments; school board governance and operations; general school administration; fiscal management; support services; facilities development; personnel; negotiations; instruction; students; school-community relations; and education/agency relations. Throughout the collection, editor's notes offer explanations and suggestions for developing the policies. (KC)

ED 220 749 CG 016 154

Lingren, Herbert And Others

Competencies Needed in Marriage and Family Life by Category of Adult Development.

Pub Date-Oct 81
Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, Affection, Developmental Stages, *Family Life, *Family Relationship, *Interpersonal Attraction, *Marriage, Models, Psychological Characteristics, Rapport, *Spouses
Identifiers-*Marital Satisfaction

This paper presents a model that offers strategies for enhancing quality relationships across the family life cycle. The materials support the identification of characteristics of strong families and describe the course of marital development. The model includes a description of the need for an educational and/or intervention framework to enhance family relationships across the life span of marriage. Competencies needed in the pre-marital stage, continuing through each stage of marriage/no children and parenthood to retirement, widowhood, and death are identified. Suggestions for family counselors are also given. (JA)

ED 220 795 CS 006 775

Alvermann, Donna E.

Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.

Pub Date-81

Note-6p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers, Cognitive Processes, Grade 10, High Schools, *Learning Processes, *Reading Comprehension, Reading Instruction, *Reading Research, *Retention (Psychology)

Identifiers-*Prose Learning

A study was conducted to investigate the compensatory effects of graphic organizers on text organization. Subjects were 114 tenth grade students who read two versions of an expository passage containing identical information but differing in top level structure. The version organized to show opposing views (comparison/contrast) was considered superior in facilitating recall to the version that simply related ideas to a main topic (description). However, on an immediate free recall task, multiple regression analyses revealed that regardless of students' reading ability level, performance was positively affected only for those in the descriptive text condition who had also been exposed to a graphic organizer prior to reading. The same effect was observed one week later on delayed free and delayed cued recall measures. Results from this study support R. E. Mayer's assimilation encoding theory stating that organizers may help readers hold'' incoming information from text that is less than optimal in its organization until that information can be pieced together. (Author/JL)

ED 220 835 CS 207 084

Corrigan, Dennis M.

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.

Pub Date-May 82

Note-20p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research, Content Analysis, Journalism, *Literary Devices, *Measurement Techniques, *Newspapers, *News Reporting, *News Writing, Sentence Structure

To increase knowledge about the nature of news (particularly its valuation and presentation conventions), to enrich understanding of communication conventions in our society through the study of news communication, and to fashion a tool that can be used to charge and change such conventions, a study examined the content of all news articles appearing on the front pages of four newspapers during one given week. The newspapers included the city editions of the New York Times,'' the Washington Post,'' the Minneapolis Tribune,'' and the Iowa City Press-Citizen.'' To determine the presentation conventions in the news leads, stories were read to locate focal emphasis slots regularly used for substantive elements. News content angles appearing in the focal emphasis slot position were categorized to articulate valuation conventions. Simple frequency measurements were made for each news valuation category to generate exploratory data about the nature of the news. Measurement was also given to the times that focal emphasis slots in lead sentences were filled by conventional valuation words or phrases. Findings showed that in 171 of 178 news stories, one or more substantive elements were in an anticipated slot the first word, the sentence subject, and the last word. The categorization of news angles revealed seven conventional valuations: significance, vitality/conflict, human interest, timeliness, prominence, consequences, and proximity. In the 178 news stories, each with 3 emphatic slots, 334 valuations were found to fit these 7 valuation conventions. In sum, news communication appeared to be a conventional art, in form and content, that can be accurately described from a ritual view. (HOD)

Grimes, Dorothy G.

The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field.

Pub Date-Jul 82
Note-18p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Educational Philosophy, English Curriculum, English Departments, Higher Education, Instructional Development, *Instructional Improvement, Instructional Innovation, *Writing Instruction, *Writing Processes
Identifiers-*University of Montevallo AL, Writing across the Curriculum

Although workshops and a study by the English Department of the University of Montevallo (Alabama) led to the conclusions that writing should be taught from a process model and that writing consciousness needed to be raised throughout the curriculum, these conclusions did not adequately address several issues: (1) process is a teaching philosophy, not just a teaching method; (2) deciding to teach process does not explain how process will actually be taught; (3) to be effective, the process method must be reinforced in other courses; and (4) the term process'' may itself be an oversimplification of the many complex processes involved in reading and writing. In order to follow up and clarify its previous findings, the English department needs to engage in professional reading on the writing process, to explore ways to help freshmen composition students see writing as a means of learning in all their courses, to pay the expenses of a faculty member from the Beaver College NEH (National Endowment for the Humanities) Institute to come to the university to show how principles can be transformed into practice, and to consider the possibilities of more research in composition. To fulfill its obligations to the larger community, the English Department should train teachers, provide leadership in the university for using writing in other disciplines, and establish closer ties with local secondary school writing teachers. (JL)

ED 220 990 EA 014 995

Thomas, Henrietta K.

Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.

Pub Date-Sep 82
Note-52p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *Community Control, *Decentralization, Educational History, Elementary Secondary Education, *Organizational Change, Public Schools, *School Community Relationship, School Effectiveness, *School Organization, Urban Education
Identifiers-*Chicago Public Schools IL

The difficulties faced by Chicago's public school system have prompted two state-level investigative bodies to recommend the breaking up of the system into smaller, locally controlled units. Without exhaustively reviewing all of the factors involved in making the transition from a centralized to a decentralized school governance structure, this report raises the questions that must be considered before such action is taken. The critical issues of effectiveness, responsiveness, and fiscal responsibility are addressed as they relate to school governance in general and to the Chicago school system in particular. The report consists of three sections: a mini-history of the Chicago school system, emphasizing past influences affecting present problems; an overview of the community control movement and its impact on urban education; and a discussion of the applicability of the community control concept to the Chicago schools. (Author/PGD)

ED 221 049 FL 013 177

Orientation to Employment in the U.S. for Refugees Chinese.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date-82

Grant-96-P-10002-3-01

Note-37p.; Broken type in the English version. For related documents, see FL 013 174-178.

Language-English; Chinese

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Chinese, *Cross Cultural Training, *Employment, *English (Second Language), Job Skills, Labor Market, *Orientation Materials, *Refugees, Socioeconomic Status

One of a series of refugee orientation materials, this guide to employment is intended to assist Chinese speaking refugees in their understanding of the employment situation in the United States and to give them necessary information for obtaining work. The text is in Chinese followed by an English-language version, which is not an exact translation but which gives the substance of the foreign language part. The topics covered in the guide are the following: (1) American attitudes towards employment and what goes into a decision about job qualifications and choice; (2) a list of questions about job choices and suggested answers that deal with skills, pay, entry-level jobs, fringe benefits, and expectations about hours of work; (3) the process of getting a job, including using employment agencies, preparing for the interview, and making a decision about a job once it is offered; (4) factors that are important for keeping a job, particularly dependability and responsibility; (5) relations with supervisors and co-workers; (6) considerations involved in deciding to change jobs; and (7) advantages of developing new skills through adult education programs. A convenient checklist of things to consider in getting a job concludes the guide. (AMH)

ED 221 086 HE 015 339

Lightman, Marjorie, Ed. Zeisel, William, Ed.
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
Institute for Research in History, New York, NY.
Spons Agency-Ford Foundation, New York, N.Y.
Report No.-ISBN-0-86656-132-3
Pub Date-81
Note-81p.
Available from-Haworth Press, Inc., 149 Fifth Avenue, New York, NY 10010 ($12.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ethics, Financial Support, Higher Education, *Humanities, Institutional Characteristics, Institutional Cooperation, *Institutional Role, Organizations (Groups), *Private Agencies, *Research Projects, *Scholarship, *Standards

Proceedings of a conference on independent research institutions and scholarly life in the 1980s, which was sponsored by the Institute for Research in History, are presented. Summaries of workshops and the general session transcript are presented along with an introductory essay. A working papers essay is also included to delineate the major areas for discussion, including the following: relationship with academe, professionalism, standards and scholarly products, changes in the definition of professionalism, ethics, funding, and internal organization. It is suggested that currently no cohesive independent sector exists in the scholarly world of the humanities; instead, there are many groups with a variety of interests and problems. For the future, it is advocated that the independent sector establish its own identity and work out a relationship with the university that minimizes competition and encourages complementarity. Questions pertaining to professionalism that should be addressed include: the relationship between employment and research, the adoption of standards for scholarly products and services, and the need for new or more stringent ethics. Standards are needed for new scholarly products that are being produced, such as films, tapes, pictorial essays, and art exhibits. Ethical concerns include differences between research carried on in graduate schools or academic centers and applied'' research; how an institution or organization defines itself and its constituency shapes the projects for which funding will be sought. The introductory essay to the publication is The Emergence of an Independent Scholarly Sector: History as a Case Study with a Select Bibliography'' (Marjorie Lightman). (SW)

ED 220 572 CE 031 703

Tennyson, W. Wesley And Others

Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.

Minnesota State Dept. of Education, St. Paul.

Pub Date-Mar 81

Note-9p.; For related documents see CE 031 702-705.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Education, Career Exploration, Career Guidance, Career Planning, Course Objectives, Decision Making Skills, *Educational Objectives, Intermediate Grades, Interpersonal Competence, *Learning Activities, Occupational Information, *Outcomes of Education, Self Concept Measures, Self Evaluation (Individuals), *Values Clarification, Work Attitudes

Identifiers-*Minnesota

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in the intermediate grades in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the intermediate grades are organized into seven management tasks, as follows: (1) developing a positive self-concept; (2) acquiring the discipline of work; (3) identification with the concept of work as a valued institution; (4) increasing knowledge about workers; (5) increasing interpersonal skills; (6) increasing ability to present oneself objectively; and (7) valuing human dignity. Each management task contains several performance objectives (e.g., describe how a person's welfare is dependent upon the well being of all people in society''),

further refined into enabling objectives (learning activities) such as list the local service clubs and describe their contribution to the community.'' The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

ED 220 590 CE 032 835

Watkins, Betty And Others

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.; Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Spons Agency-Vocational Technical Education Consortium of States, Atlanta, Ga.

Pub Date-1 May 80

Note-152p.

Available from-Vocational-Technical Education Consortium of States, 795 Peachtree St., N.E., Atlanta, GA 30365 ($64.00; distributed within member states at nominal or no cost).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Behavioral Objectives, Child Rearing, *Competence, Competency Based Education, *Evaluation Criteria, First Aid, Health Needs, *Home Economics, Home Economics Skills, *Homemakers, *Homemaking Skills, Interpersonal Competence, Learning Activities, Parenthood Education, *Performance Factors, Performance Tests, Postsecondary Education, Safety, Secondary Education, Specifications, Vocational Education

Identifiers-United States (Southeast)

This catalog was designed to provide performance objectives and performance guides associated with current occupational information relating to the job of homemaker. The performance objectives and guides were developed following a literature review and a survey of random samples of homemakers in the five participating states (Alabama, Florida, Kentucky, South Carolina, and Tennessee) to determine equipment used, tasks performed and time spent performing each task. Each performance objective contains the following elements: (1) the condition under which the worker will perform the objective; (2) the behavior to be exhibited; and (3) the standard of performance, as set by people who are successful homemakers and through recognized authoritative publications. The performance guides that accompany the objectives are procedural steps in accomplishing a task and may be reviewed to obtain enabling objectives. Performance objectives cover the following duties (which are broken down further into related tasks): administering first aid for home emergencies; caring for family pets; caring for sick, injured, and handicapped persons at home; caring for infants; caring for children, providing child guidance and development; managing interpersonal relationships and maintaining home safety. Appendixes to the catalog contain lists of tools and equipment used for clothing and textiles, human development, and management and family economics; references for standards; general references; and cross references of duties, tasks, and performance objectives. (KC)

ED 220 706 CE 033 802

Hime, Kirsten

Shock & Anaphylactic Shock. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-24p.; For related document see CE 033 803. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Allergy, *Allied Health Occupations Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, *Medical Services, Postsecondary Education, Self Evaluation (Individuals)
Identifiers-*Anaphylactic Shock, *Shock, Symptoms

This learning activity package on shock and anaphylactic shock is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: causes of shock, signs and symptoms of shock, treatment objectives, sudden or anaphylactic shock, causes of anaphylactic shock, and signs and symptoms of anaphylactic shock. (YLB)

ED 220 773 CG 016 180

Hunt, Margaret

Life Skills for Women in Transition: A Workshop Guide.

Alaska Univ., Juneau. Southeastern Region.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-32p.; For related document, see CG 016 181.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Guidance, Coping, *Displaced Homemakers, Educational Opportunities, Family Relationship, Job Search Methods, Leadership Qualities, *Midlife Transitions, Program Descriptions, *Program Design, *Program Implementation, Reentry Workers, *Stress Variables, Workshops

This workshop guide is designed for facilitators of programs that assist women in coping with their newly independent status as a result of divorce, widowhood, or other life transitions. The guide reviews the leadership skills needed for organizing a workshop, planning tips, recruitment, resources and other preparations. A format for the workshop or course series is suggested, including assertiveness and stress management, educational opportunities, career exploration, job seeking, and family communication. A sample application and a sample advertising flyer are also provided along with suggestions for incorporating audiovisual materials and guest speakers into the workshop/course program. (JAC)

ED 220 814   CS 006 803

Groff, Charlotte V.

Some Symptoms, Causes, and Remediations of Dyslexia.

Pub Date-May 81

Note-41p.; Paper presented at the Annual Meeting of the Michigan Reading Association (26th, Grand Rapids, MI, March 14-16, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Dyslexia, Elementary Secondary Education, *Learning Disabilities, Literature Reviews, *Reading Difficulties, *Reading Instruction, *Reading Research, Remedial Instruction, Remedial Reading

A literature review was conducted to determine the meaning, symptoms, causes, and treatment of dyslexia. The review revealed that dyslexia simply means distorted words,'' and is the inability to read either phonetically or visually. Among the symptoms of dyslexia disclosed by the review are motion sickness, retardation in reading of from 6 months to 2 years, bizarre spelling, and inattention to directions. The research reviewed indicates a number of causes for the problem ranging from prenatal influences to genetic factors and from birth damage to abnormal brain cells. Three methods of remediation are most often used in treating dyslectic students: the Frenald tracing method, which uses a sound-syllable approach; the Orton-Gillingham-Stillman method, which classifies sounds according to where they are formed in the mouth; and a combination of these approaches, which appears to be the most effective treatment. (FL)

ED 220 895 CS 503 950

Ulrich, Walter

A Judicial Paradigm for the Evaluation of Debates.

Pub Date-5 Nov 82
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competition, Court Litigation, Court Role, *Debate, Decision Making, *Evaluation Criteria, Higher Education, *Judges, *Models, *Persuasive Discourse

Because legal argument shares many of the characteristics of academic debate, it can serve as a paradigm for evaluating debates. Like debate, legal argument is bilateral, the judge is external to the deliberation and excluded from raising his or her own arguments, and reasons have been developed for assigning presumption, determining the wording of a policy, and defining terms. Legal argument has also been dealt with in depth by argumentation experts and addresses many of the issues of debate. Although not perfect, this analogy can be used to develop guidelines for judging academic debate. A judge could apply the following seven implications: (1) resolution could best be viewed as a court views the title of a piece of legislation; (2) presumption could be used as a tie-breaker; (3) once advocacy begins, only one position should be allowed per advocate; (4) the implications of present decisions on future cases should be recognized; (6) judicial attitude should stress openmindedness and impartiality; and (7) ethical rules should play a stronger role. (JL)

ED 220 914 EA 014 758

Stolberg, Charles G.

Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Report No.-ISBN-0-910170-20-7

Pub Date-81

Note-55p.; As presented during a Special Session on Energy Management at the Annual Meeting of the Association of School Business Officials (66th, New Orleans, LA, October 27, 1980).

Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 3005; $7.50).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, *Building Operation, Conservation Education, Cost Effectiveness, [illegible]ational Facilities, *Educational Facilities Improvement, Elementary Secondary Education, Emergency Programs, *Energy Conservation, Equipment Maintenance, *Facility Guidelines, Facility Requirements, Fuel Consumption, *Program Implementation, School Business Officials, Student Transportation

Identifiers-*Energy Management, Schoolhouse Energy Efficiency Demonstration

A special 90-minute educational session of the Association of School Business Officials' annual meeting presented a series of mini-workshops, each featuring a school district or organization that had developed and/or implemented a successful program to reduce energy usage in schools. The 19 presenters at these mini-workshops included school administrators as well as representatives from energy-related federal, provincial, and state governmental entities who were knowledgeable about energy conservation programs for schools. Schoolhouse Energy Efficiency Demonstration (SEED), a project supported by Tenneco, Inc., as a public service, conducted 20 demonstration energy audits in the United States. Descriptions of the overall SEED project and of the energy programs of two of the school districts that participated in SEED comprise the middle section of the booklet. The 19 presentations in the booklet are based on brief written summaries, distributed at the session, of each organization's exemplary energy conservation program and on supporting materials submitted for participation in the program. In addition to sharing energy conservation ideas and proven techniques, the presentations provide a resource listing of the names, addresses, and phone numbers of individuals and organizations willing to share greater details about their programs with other educators. (Author/MLF)

Uerling, Donald F.
Evidence Law for Teacher Employment Termination Hearings.
Pub Date-80
Note-264p.; Ph.D. Dissertation, University of Nebraska-Lincoln.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8110583; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Educational Legislation, Elementary Secondary Education, *Hearings, Public Schools, School Law, State Legislation, Teacher Administrator Relationship, *Teacher Dismissal
Identifiers-*Evidence, *Nebraska, Teacher Rights

The purpose of this study was to research the law of evidence for teacher employment termination hearings. The research involved a review of related literature, judicial decisions, and Nebraska statutes. Considerations about evidence in teacher termination hearings may vary. In law, three categories of rules of evidence have evolved: rules of relevancy, rules of exclusion, and rules of privilege. Although a degree of procedural informality seems to be permissible in teacher termination hearings, any decisions should be solidly based on evidence admissible under the formal rules of evidence used in judicial trials. Only evidence relevant to the charges in the notice to the teacher should be admitted and used in support of a termination decision. Rules of exclusion, although generally not enforced when evidence is introduced, may be applied if a court examines the record to determine whether there is some legally admissible evidence to support the findings. Rules of privilege are seldom an issue, except that both the constitutional and common law privileges are generally recognized. Finally, the determination must be fairly based on the hearing proceedings. (Author/MLF)

ED 220 971 EA 014 962

Special Needs of Students: Essentials for State Planning.

Education Commission of the States, Denver, Colo. Education Improvement Center.

Pub Date-Aug 81

Note-207p.

Available from-ECS Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($10.00).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Alaska Natives, American Indians, Asian Americans, Blacks, Cubans, *Cultural Differences, Economically Disadvantaged, *Educationally Disadvantaged, *Educational Needs, Elementary Secondary Education, Hispanic Americans, *Limited English Speaking, Mexican Americans, Migration, *Minority Group Children, Non English Speaking, Pacific Americans, Parent Participation, Puerto Ricans, *Student Mobility

To assist state policy makers, six papers and five brief reactions discuss the elementary and secondary educational needs and expectations of six minority groups: blucks, Mexican Americans, Cubans, Puerto Ricans, American Indians and Native Alaskans, and Asians and Pacific Islanders. An introductory summary notes that the educational needs usually result from poverty, cultural or linguistic differences, or high geographic mobility and that the problems point to a further need for parent education and participation. Each paper explains a minority group's social or historical situation, outlines educational problems, and examines programs to assist the group. The papers include Asian and Pacific Americans: An Educational Challenge,'' by Siri Vongthieres and Lawrence A. Egan; The Educational Needs of Black Children,'' by Andrew Billingsley; A Report on the Cuban Students in the Dade County Public Schools, Miami, Florida,'' by Rosa Guas Inclan; The State of Indian Education,'' by Lee Antell; A Legacy of Four Cultures: Education and the Mexican Americans,'' by Vicente [illegible]. Serrano; and Puerto Ricans and the Public Schools: A Critical Commentary,'' by Tony Baez. Five appendices add statistical data for several of the papers. (Author/RW)

ED 221 029 FL 013 118

Woodford, Protase

Foreign Language and Bilingual Assessment: Issues Approaches.

Pub Date-82

Note-7p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, *Communicative Competence (Languages), Educational Objectives, Elementary Secondary Education, *Language Tests, *Second Language Instruction, *Speech Communication, Teaching Methods

Identifiers-*Foreign Service Institute Interview

Foreign language testing in schools has followed the general trends of foreign language education, from teaching and testing grammar, through a combination of reading and translation, to the audio lingual approaches of the sixties and the developments since that time. Contemporaneous with the decline in foreign language programs in the 1970's there has been an increase in the number and quality of programs and testing approaches outside schools and universities. Procedures such as the Foreign Service Institute (FSI) Language Proficiency Interview have been designed to evaluate performance in real life situations, but they are not widely used in foreign language or bilingual education. Consideration of issues such as realistic expectations of academic foreign language courses of study, needs of bilingual students, strings attached to government funding in terms of teaching people to communicate in languages other than their native language point out the need for valid and practical measurement tools. They also indicate the need to tailor the assessment measures to realistic objectives, not to the nearly impossible goal of mastery of four language skills in a high school foreign language course. They demonstrate the need to develop among foreign language and bilingual teachers testing expertise. (AMH)

ED 221 070 FL 013 304

Cultural Orientation Resource Manual, Volume I.
Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
Spons Agency-Department of State, Washington, D.C.
Pub Date-82
Contract-1037-220050
Note-762p.; For related documents, see FL 013 302-305.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-Adult Education, *Class Activities, *Cultural Education, *Indochinese, Lesson Plans, Refugees, Teaching Methods
Identifiers-Refugee Camps

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with a teaching point index,'' which cross references cultural orientation topics with the lesson plans, activities, and other resource materials found in the manual. The bulk of the volume consists of a curriculum lesson guide divided into two parts. The first part consists of activity guides based on 42 teaching points that form the core curriculum content of the orientation program. The second part consists of lesson plans arranged in outline form to cover methodology and provide background information. The topics, or teaching points, are categorized under the headings of general introduction, communication, housing, employment, consumerism and finance, community services, health and sanitation, life styles, sponsorship and resettlement, and the transit process. (JB)

Willison, Neal A. Shelton, James K.
Basic Electronics II.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date-81
Note-377p.; For a related document see ED 195 793.
Available from-Mid America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Course Content, Curriculum Guides, *Electric Circuits, Electricity, Electronic Equipment, *Electronics, Instructional Materials, Learning Activities, Postsecondary Education, Secondary Education, *Semiconductor Devices, Transistors, Transparencies, Units of Study, Vocational Education

Designed for use in basic electronics programs, this curriculum guide is comprised of 15 units of instruction. Unit titles are Review of the Nature of Matter and the P-N Junction, Rectifiers, Filters, Special Semiconductor Diodes, Bipolar-Junction Diodes, Bipolar Transistor Circuits, Transistor Amplifiers, Operational Amplifiers, Logic Devices, Logic Systems, Special Semiconductor Devices, Oscillators, Transmitters, Receivers, and Tubes. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, transparency masters, job sheets, assignment sheets, answers to assignment sheets, tests, and answers to tests. Each unit is planned for more than one lesson or class period of instruction. (YLB)

ED 220 647 CE 033 545

Young, Melinda

Orientation Guide for New Sales and Marketing Teachers.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-May 82

Note-54p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Distributive Education, Distributive Education Teachers, Educational Resources, *Marketing, *Salesmanship, *School Orientation, Secondary Education, *Student Organizations, Teaching Methods, Vocational Education

Identifiers-Distributive Education Clubs of America, Mississippi

This orientation guide is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and other appropriate individuals with basic instructional material needed to improve professional teaching competencies. This guide was developed to provide basic information for the planning process to teachers operating a sales and marketing program for the first time. The information is intended to assist new teachers or teachers transferring into the distributive education field in the organization of the sales and marketing class and the administration of the youth program. The handbook is organized into six sections covering the following topics: school orientation, details of the sales and marketing program, student orientation to distributive education; Distributive Education Clubs of America (DECA) chapter responsibilities; working with student teachers; and a suggested curriculum for the sales and marketing program. Also included in the handbook are sources of material, helpful hints, examples of a program calendar, a rating sheet for teachers, and a bibliography. (KC)

Gough, J. E.
The Use of Study Centres in Four Distance Education Systems.
Spons Agency-Australian Tertiary Education Commission, Canberra.
Pub Date-31 Oct 80
Note-56p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Correspondence Study, Cost Effectiveness, Educational Needs, Foreign Countries, Independent Study, Models, *Nontraditional Education, *Outreach Programs, Postsecondary Education, *Program Effectiveness, *Study Centers, Study Facilities
Identifiers-*Australia, *Distance Education

A study was conducted to describe the use of study centers and study center networks as a support system in distance education in Australia. Information was obtained by interviewing students, tutors, and coordinators of study centers within four distance-education systems. The University of Queensland, the Riverina College of Advanced Education, the Victorian TAFE Off Campus Network, and Deakin University were the four participating institutions. Differences among supervision of study centers were considerable although there were marked similarities in patterns of student usage of the centers. Also noted was ambivalence toward the place and meaning of the centers in the minds of the staff and administrators. A number of deficiencies in study centers were identified. From these descriptions, a model of study centers was developed with discussion on a variety of ways to put such a model into effect. Further research is being done by the institutions to determine the feasibility of providing more comprehensive services to students through networking of the study centers. (Author/KC)

ED 220 728 CE 033 973

Bhaerman, Robert D.

Career Education: Collaboration with the Private Sector. Information Series No. 246.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-81-0025

Note-71p.

Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN246, $5.75).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, *Business, *Career Education, *Educational Cooperation, Federal Legislation, Government Role, Guidelines, *Industry, National Surveys, Program Implementation, *School Business Relationship

Identifiers-Education Commission of the States CO, *Office of Career Education

This paper reviews three aspects of career education-private sector collaboration: (1) the general and specific approaches that have been utilized during the past 10 years by the career education movement and the private sector in developing career education collaboration in the private sector; (2) the major results of these activities, focusing on the advantages of as well as the problems with collaboration; and (3) the suggested guidelines under which future positive collaboration might occur. Following the introduction, which provides definitions of career education and collaboration, the first section examines several career education-collaboration surveys, along with a development strategy for collaborative councils. In the second section, benefits from and barriers to collaboration in the past are explored, both from the academic and from the business and industry viewpoints. In the third section, recommendations and guidelines are presented. These guidelines come from the Education Commission of the States, from the business community, and from the U.S. Office of Career Education; some refer to collaborative councils. A review section and a list of observations and impressions follow. Appended material includes examples of implementation strategies for career education collaboration. References and additional readings complete the paper. (CT)

ED 220 750 CG 016 156

Bowen, Patricia R., Comp. McHorney, Colleen A., Comp.

Gerontology: A Bibliography of Selected Resources.

Spons Agency-Western Kentucky Univ., Bowling Green.

Pub Date-80

Note-118p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, *Aging (Individuals), Cross Cultural Studies, *Delivery Systems, *Demography, *Geriatrics, *Gerontology, Health Needs, *Older Adults, Psychological Needs, Retirement, Social Services

This selected bibliography of resources on gerontology, reflecting the holdings of the Western Kentucky University Libraries, is divided into five sections: (1) books and monographs; (2) educational resources center; (3) government documents; (4) microfilms; and (5) periodicals. The table of contents contains an alphabetical listing of all Library of Congress Subject Headings used in the compilation of each section. Topics included focus on the status of older adults in several states and countries, adult education, health, leisure, housing, retirement, employment, nursing homes, social services, geriatrics, social isolation, and terminal illness. An update of recent gerontology acquisitions is appended. (JAC)

Burgess, Roma And Others
Drama and Theatre: A Shared Role in Learning.
Victoria Education Dept. (Australia).
Report No.-ISBN-0-7241-4352-1
Pub Date-Feb 82
Note-40p.; Prepared by the Joint Standing Committee for Drama in Schools.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Creative Expression, *Curriculum, *Dramatic Play, *Dramatics, Elementary Secondary Education, Models, Self Expression, *Theater Arts
Identifiers-Audience Awareness, Audience Response, *Drama in Education

With the development of educational drama and the popularization of differing drama theorists, an uneasiness has developed in teachers' minds concerning the relationship between drama and theatre. This uneasiness is manifested by the polarization of opinion as to whether the focus of drama should be an orientation towards process or product. It should be noted that the process of the symbolic creation of meaning by the child through dramatic play is linked with the product of its expression. Neither the one nor the other assumes a dominant position in the role relationship and the natural building of understanding. It is the child's natural ability to spontaneously adopt roles and learn through dramatic activity that forms the basis of drama-in-education curricula. The creation of meaning and change in understanding that may occur through dramatic activity will be directly affected by the personal experiences and knowledge brought to the activity by the child, actor, and audience. The use of an audience in drama-in-education deepens and broadens the learning focus. It is also important to stress that there are categories of drama that offer important, but general, insights into the student's development through drama. To fully exploit the learning potential of drama, teachers must also consider theatre. As students progress in drama, they feel an increasingly earnest desire to refine personal meaning and to shape it through the constraints of the art form. The private nature of children's dramatic activity changes to acknowledge the public, social world of others. It is in this social context that the creative, communicative function of theatre is needed as a further extension of the learning experience. (HOD)

ED 220 933 EA 014 854

Schaar, Walter

Managing the Development of the Public Telecommunications Center, Spokane, Washington.

Pub Date-81

Note-12p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Cable Television, Closed Circuit Television, Consortia, *Educational Cooperation, *Educational Television, Elementary Secondary Education, Higher Education, Organizational Objectives, Program Administration, Public Television, School Business Relationship, Video Equipment

Identifiers-*Spokane Public Telecommunications Center WA

When the city council of Spokane (Washington) decided in 1971 to establish a cable franchise, it created a citizens' committee to set cable specifications. Representing Spokane School District 81 and KSPS-TV (a public television station licensed to the public schools of Spokane), the author of this document served on the committee that set five cable channels aside for educational purposes. Since the cable agreement stipulated that failure to make full use of the five channels would result in their reverting to the control of the cable company, the educational institutions concerned coordinated their efforts by establishing a consortium to run a public telecommunications center. The consortium involves Spokane's public schools at all levels, local community colleges, and public and private universities in the area. This document presents the plans for providing educational television to every teaching station in the school system on a closed-circuit basis; lists the long-term goals of the consortium for planning, implementing, and administering all aspects of educational television use in Spokane, including public access and public involvement; discusses the management and equipment of the center; and describes the relationship that exists between the center and the cable company. (Author/PGD)

ED 220 991 EA 015 010

Hauge, Lawrence Jessen

An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended.

Pub Date-80

Note-148p.; Ed.D. Dissertation, Washington State University.

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8025922; academic price: $10.00 microform, $17.50 paper; orders must be prepaid).

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Accountability, *Administrator Attitudes, Administrator Role, Board of Education Policy, *Decision Making, *Educational Legislation, Educational Quality, Elementary Secondary Education, Policy Formation, *School Administration, State Surveys

Identifiers-*Washington

A survey of 118 school superintendents, principals, and board chairpersons in Washington State sought to discover their perceptions of the effects on the state's common schools of two accountability statutes the 1977 Basic Education ACT (BEA) and the Student Learning Objectives (SLO) Law. The administrators were asked about the laws' effects on local school districts and district legal and professional educational functions, and whether the laws had well served the learning process in the state. Among the administrators' perceptions revealed by the survey were that the BEA had had a generally positive effect on school districts but that it constrained administrative decision-making powers and perhaps impinged on board policy-making functions. The administrators thought the SLO Law's addition of parent-teacher conferences and foreign languages was welcome but that the law demanded excessive paperwork; they also thought it was too early to assess the law's effect on the quality of instruction and student learning. (Author/RW)

EC

ED 221 010 EC 150 034

Sharp, Bill Watson, Pat

Evaluation of the Gifted and Talented Program, 1980-81.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date-Nov 81

Note-35p.

Journal Cit-Journal of Research and Evaluation of the Oklahoma City Public Schools; v11 n2 Nov 1981

Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Gifted, *Limited English Speaking, Minority Groups, Program Descriptions, Program Evaluation, *Special Programs, *Talent, *Talent Identification

Identifiers-*Gifted Disadvantaged, Oklahoma (Oklahoma City)

A study involving 1,000 minority and limited English proficiency students was designed to gather descriptive data about the population served and analyze methods used to identify potential participants in the gifted and talented program in 15 elementary schools, 7 fifth year centers, and 6 middle schools. A combination of methods was used to identify students for the Oklahoma City Public Schools Gifted and Talented Program, including parent, professional, and student nominations; achievement, aptitude and interest test results; and student performance and interests. Among findings were that teacher nomination was used for most students in the gifted and talented program, and that 84% of the students in the gifted and talented program did not have individual educational programs. Conclusions were drawn regarding placement, activities, and development and dissemination. It was found that although the racial balance in the program was not the same as in the district, it seemed to the evaluator that a concerted effort was made to include minority and limited English proficiency students, both district wide and in each school. For most schools, as well as the district, the gifted and talented program consisted of an open ended curriculum which included individualized and group instruction in such areas as creativity, leadership, career exploration, and the arts. Appended are guidelines for the gifted/talented program and a program evaluation planning sheet. (SW)

Ratcliff, Dale L.

Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-17 Jun 82
Note-26p.; Not available in paper copy due to poor type quality in the original document. Prepared in the Department of Vocational Agriculture at California High School, Missouri.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agribusiness, Agricultural Education, *Agricultural Production, *Budgeting, Capital, Computer Programs, Farm Management, *Field Crops, Financial Needs, High Schools, Labor Utilization, *Livestock, *Microcomputers, Money Management, Operations Research, Planning, Resources, *Supervised Farm Practice, Vocational Education

Designed as a tool for vocational agriculture instructors to use in helping their students plan agricultural enterprises for their supervised occupational experience programs, these microcomputer programs enable students to analyze the records of various livestock and crop enterprises as well as the total supervised occupational education program. The three programs (which were successfully tested on students at California High School in California, Missouri) deal with the following topics: livestock enterprise analysis, crop enterprise analysis, and total farm analysis. The programs are written in the BASIC language. (MN)

ED 220 684 CE 033 691

Vocational Gerontology Program. Food Services for the Aged.
Clark County School District, Las Vegas, Nev.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.
Pub Date-Sep 78
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Gerontology, *Food Service, *Foods Instruction, *Gerontology, High Schools, Occupational Home Economics, Older Adults, Program Costs, *Program Development, Program Proposals, Vocational Education

A project was proposed to expand the gerontology program at Rancho High School (Las Vegas, Nevada) into the area of food services for the aged. Development of a course in food services for the elderly would meet the students' needs for field experiences and entry-level job skills. Objectives of the proposed program included the following: (1) development of a course-of-study gerontology syllabus and accompanying materials in the area of food services for the aged; (2) establishment of a gerontology food services laboratory at Rancho High School; and (3) demonstration of entry-level job skills by project students in providing food services to elderly citizens of the community. It was anticipated that 30 to 70 students would participate in the program, and $50,000 was requested to conduct the project. It was proposed that a task force be hired during the 1978-79 school year to develop the syllabus, accompanying materials, and evaluation tools. At the same time, a gerontology learning laboratory was to be constructed and equipped for use by the end of the first semester of the 1979-80 school year. Students were to be enrolled in gerontology classes prerequisite to the food services for the aged course during the 1978-79 school year and during the first semester of the 1979-80 school year. Students were to begin using the gerontology laboratory in February, 1980. The laboratory course was to entail dietary and nutritional needs of the elderly as well as management, production, and distribution of food to the aged. It was proposed that students would prepare and serve meals as well as plan and present social programs to the senior citizens of the community. (Author/KC)

Hime, Kirsten

Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-18p.; For related document see CE 033 802. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Allergy, Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Individualized Instruction, Instructional Materials, Learning Modules, *Medical Services, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers-*Anaphylactic Shock, Shock, Symptoms

This instructor's packet accompanies the learning activity package (LAP) on shock and anaphylactic shock. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 796 CS 006 778

Sensi, Karen Elgrim

Comprehension of Student Authored versus Published Material.

Pub Date-Oct 82
Note-57p.; M.Ed. Thesis, Rutgers The State University of New Jersey.
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cloze Procedure, Cognitive Processes, Comparative Analysis, Grade 10, Language Experience Approach, *Readability, *Reading Comprehension, *Reading Research, Secondary Education, *Student Developed Materials, Writing (Composition)
Identifiers-*Prose Learning, *Published Reading Materials, Reader Response

A study was conducted to determine whether students comprehend student-authored material more easily than the material of published authors. The Fry Readability Graph was used to estimate the readability of 8 published passages of 200-270 words, which varied from grade 5 through grade 10. The topic of each passage was listed and used in a 2-day writing exercise in seventeen 10th-grade English classrooms. The student-written passages were grouped according to topic, and eight were randomly selected and paired with published passages. Sixteen cloze tests were constructed from the samples: eight student written and eight published passages. Each student completed the tests in one pair, with no students completing a cloze test for the student-authored and published passage of the same content. A t-test was used to determine the significance of student comprehension scores. The results indicated that there was little difference between mean cloze scores for the student-authored versus published passages. The mean cloze score for the student written passages was only slightly higher than the mean cloze score for the published passages. (Appendixes contain the instructions for the student writers, a sample of the student content information sheet, and a sample of the cloze tests.) (HTH)

ED 220 815 CS 006 804

Henk, William A.

Neurological Impress and Reading: How and Why?

Pub Date-Oct 81
Note-38p.; Paper presented at the Annual Meeting of the Three Rivers Reading Conference (13th, Pittsburgh, PA, October 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Elementary Education, Intervention, Learning Theories, *Oral Reading, Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Research, *Remedial Reading, Teacher Effectiveness, Teacher Role
Identifiers-Direct Instruction, *Neurological Impress Method

Noting that the Neurological Impress Method (NIM) of reading instruction has been shown to be an effective intervention strategy for use with remedial readers, this paper examines the theoretical and empirical validity of NIM techniques. The discussion focuses on (1) a procedural description of the technique, which involves having student and teacher read aloud simultaneously and at a rapid rate; (2) its historical roots; (3) the relationship of NIM to constructs of observational learning and modelling; (4) its affective dimensions; and (5) its relationship to contemporary perceptual, psycholinguistic, information processing, and integrated models of reading. The paper suggests that the NIM is highly consistent with a number of generally accepted principles of verbal learning and as such is a justifiable instructional intervention for a substantial proportion of children who are experiencing reading disabilities. (Author/FL)

ED 220 836 CS 207 086

Sloan, Charles A. McGinnis, Iris

The Effect of Handwriting on Teachers' Grading of High School Essays.

Pub Date- 78

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Essays, Grade 9, *Grading, *Handwriting, Handwriting Skills, High Schools, Holistic Evaluation, Writing (Composition), *Writing Evaluation

Identifiers-Palmer Handwriting Method

A study was conducted to investigate the effects of handwriting on the grades assigned to essays. Contrary to previous studies, this study employed a grading situation in which teachers holistically evaluated many papers as rapidly as possible simulating real grading conditions. Good handwriting was defined as that done by five experts in the Palmer Handwriting Method. The essays were 200 to 250-word themes written by 500 ninth graders. Forty-five were randomly selected and rewritten by the Palmer experts. The copies, plus the original student-written themes, were scored by a team of 12 teachers trained in the Diederich holistic method. A t-test for correlated data was conducted to analyze the difference between the scores on the students' original papers and the papers rewritten by the experts. The results indicated that the papers written in expert handwriting were evaluated by the teachers as significantly better papers. The results also indicated that the scores of the upper two-thirds of the papers tended to improve more than those of the lower third. (HTH)

ED 220 856 CS 207 184

Majure, Charles E.

The Promissory Power of Self-Interest.

Pub Date-Jul 82
Note-18p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Language Usage, Motivation Techniques, Rhetoric, Secondary Education, Self Concept, *Student Attitudes, *Student Motivation, Teaching Methods, *Writing Exercises, *Writing Instruction

High school and college writing assignments encourage students to avoid every sense of purposeful self-involvement by directing all their attention to the world or to others. Perhaps teachers need to be reminded that, unless they give students the opportunity and occasion to focus on instrumental relationships between the world, other people and themselves, teachers are taking away from their students the very sense of their own lives as humans. If teachers were to reverse assignment techniques, structuring them to ``subjectify'' everything, directing them to demonstrate the practical, truly self-directed purposefulness of scholastic inquiry and academic activity, then they might find that students' work would improve dramatically to the extent that they realize that they have a personal stake in doing the assignments and doing them well. This procedural and attitudinal shift is from teaching and learning the subject to teaching and learning ``through'' the subject. (Appendixes contain an argument for strategic integrative learning experiences, a typology of required integrative-learning core courses, and a discussion of these two schemata in terms of writing instruction.) (HTH)

ED 220 896 CS 503 951

Ulrich, Walter

The Use and Misuse of Evidence in Debate.

Pub Date-14 Oct 82
Note-18p.; Paper presented at the Annual Meeting of the Texas State Speech Communication Association (Houston, TX, October 7-9, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competition, *Credibility, *Debate, *Decision Making, *Evaluation Criteria, Information Sources, *Judges, Persuasive Discourse, Speech Communication
Identifiers-*Evidence

There is a tendency for debaters and judges to view a single quote or opinion as conclusive evidence proving a point. But evidence can only point toward a conclusion; it cannot prove a conclusion conclusively. Experts may offer their opinions (sometimes as fact) but these opinions are only educated guesses. This is not to say that evidence from authorities has no use in debate, but that the degree of certainty attributed to an argument which is supported solely by an individual quotation is quite low. Because reasons are what give an argument validity, debate trainers should require that debaters understand the reasons for the expert's conclusions rather than just accept the expert's conclusions uncritically. Judges often contribute to another faulty view of evidence, by placing high standards on the content of an evidence card and by allowing the debaters no option to draw inferences not clearly indicated in the evidence. This view is misguided, in that, again, evidence can only suggest the probability of an action not guarantee it. In debate, teams supporting a conclusion should state their conclusion, and then indicate the data that support that conclusion. They need not prove that the theory is 100% certain. The judge should then evaluate on the probability that the conclusion is true. The usefulness of evidence in debate depends on the type of conclusions that a debater attempts to support: fact and prediction, where qualifications'' of expertise best enhance probability; claims of value, where expert opinion has little weight; and argument over debate theory, in which quotations from experts are also of little use. (HTH)

ED 221 050 FL 013 178

Orientation to Employment in the U.S. for Refugees Hmong Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date-82

Grant-96-P-10002-3-01

Note-43p.; Broken type in the English version. For related documents, see FL 013 174-177.

Language-English; Hmong

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cross Cultural Training, *Employment, *English (Second Language), Job Skills, Labor Market, *Orientation Materials, *Refugees, Socioeconomic Status

Identifiers-*Hmong

One of a series of refugee orientation materials, this guide to employment is intended to assist Hmong refugees in their understanding of the employment situation in the United States and to give them necessary information for obtaining work. The text is in Hmong followed by an English-language version, which is not an exact translation but which gives the substance of the foreign language part. The topics covered in the guide are the following: (1) American attitudes towards employment and what goes into a decision about job qualifications and choice; (2) a list of questions about job choices and suggested answers that deal with skills, pay, entry-level jobs, fringe benefits, and expectations about hours of work; (3) the process of getting a job, including using employment agencies, preparing for the interview, and making a decision about a job once it is offered; (4) factors that are important for keeping a job, particularly dependability and responsibility; (5) relations with supervisors and co-workers; (6) considerations involved in deciding to change jobs; and (7) advantages of developing new skills through adult education programs. A convenient checklist of things to consider in getting a job concludes the guide. (AMH)

ED 221 071 FL 013 305

Cultural Orientation Resource Manual, Volume II.

Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
Spons Agency-Department of State, Washington, D.C.
Pub Date-82
Contract-1037-220050
Note-481p.; For related documents, see FL 013 302-304.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Adult Education, *Cross Cultural Training, Cultural Awareness, *Cultural Education, *Indochinese, Refugees, *Teaching Methods
Identifiers-Refugee Camps

This compilation of information and guidelines is based on materials developed in an intensive English as a second language and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with an American Cultural Monograph,'' which provides factual information on U.S. housing, employment, consumerism and finance, education, laws and legal services, communication and transportation, health and sanitation, community and social services, and resettlement and sponsorship. The next section, a cross-cultural guide, begins with charts that contrast an overview of attitudes, expectations, and behaviors common to Americans and Southeast Asians with caricatures or misunderstandings about these culturally determined attitudes, expectations, and behaviors. The second part of the cross-cultural guide consists of discussion questions for each major topic area. The topic areas include classroom orientation, communication, housing, employment, consumerism and finance, community services, health and sanitation, lifestyles, and sponsorship and resettlement. The final section of this volume consists of methodological guidelines for lesson planning, general teaching techniques, utilizing interpreters and aids, classroom management, and review and evaluation. (JB)

HE

ED 221 102 HE 015 433

Hoffnung, Robert J. Sack, Allan L.

Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.

Pub Date-Apr 81
Note-35p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Environment, College Freshmen, College Seniors, *College Students, Comparative Analysis, Educational Background, Educational Benefits, Employment Experience, *Family Characteristics, Higher Education, Individual Power, Leadership, Learning Experience, Locus of Control, *Occupational Aspiration, *Social Class, Socioeconomic Background, Student Adjustment, Student Attitudes, *Student Characteristics, Student College Relationship
Identifiers-Elitism, University of Connecticut, University of New Haven CT, Yale University CT

The issue of whether higher education reduces or reproduces structured social inequality was investigated by comparing the background, current educational experiences, and expectations regarding future work of freshmen and senior liberal arts students who attend upper, middle, and working class universities. Responses were received from 173 Yale University students, 179 University of Connecticut (U Conn) students, and 150 University of New Haven (UNH) students. The survey assessed family, educational, employment, and social class background. Students also evaluated the quality of their experiences at college and completed a 10-item Quality of Educational Life (QEL) Scale, along with questions designed to evaluate related aspects of university life, including living location and extracurricular activities. In addition a nine-item Quality of Future Work (QFW) Scale was completed, in which respondents described their future work situations in as much detail as possible. The data strongly confirm the view that the universities chosen serve student bodies from elite and nonelite family backgrounds, and that they also differ in the degree of self-direction and independence present in the occupational experiences of their fathers. While seniors reported greater leadership-oriented experience, the initial differences between the settings remained fairly constant over time, as inferred from cross-sectional data. Findings support the hypothesis that schooling tends to reproduce rather than to reduce (or increase) differences between student bodies and their orientations toward leadership and control in their future work. Questionnaire items and mean response scores are appended. (SW)

ED 220 573 CE 031 704

Tennyson, W. Wesley And Others

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.

Minnesota State Dept. of Education, St. Paul.

Pub Date-Mar 81

Note-9p.; For related documents see CE 031 702-705.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Education, *Career Guidance, Career Planning, Course Objectives, Decision Making Skills, *Educational Objectives, Educational Resources, Junior High Schools, *Learning Activities, Occupational Information, *Outcomes of Education, Self Concept Measures, *Self Evaluation (Individuals), Vocational Education

Identifiers-*Minnesota

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in junior high schools in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the junior high grades are organized as seven management tasks, as follows: (1) clarification of a self-concept; (2) assumption of responsibility for career planning; (3) formulation of tentative career goals; (4) acquiring knowledge of occupations and work settings; (5) acquiring knowledge of educational and vocational resources; (6) awareness of decision-making process; and (7) acquiring a sense of independence. Each management task contains several performance objectives (e.g., describes how the expectations of others affect one's career plans''), further refined into enabling objectives (learning activities) such as describe resources available to one within the school for occupational information.'' The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

Bringmann, Wolfgang G. Donovan, John P.

Self-Validation of Computerized Personality Descriptions.

Pub Date-Mar 82
Note-13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, Counseling Techniques, *Disclosure, Feedback, Higher Education, *Personality Assessment, Self Concept, *Self Evaluation (Individuals), Student Characteristics, *Test Interpretation, *Test Validity

Clinical psychologists have traditionally shared the results of psychological tests with other professionals but have withheld this information from their clients. Thus, clients have been encouraged to rely on experts without taking an active part in their treatment. To determine whether college students could validate the accuracy of their own personality test results, 47 students were asked to evaluate the accuracy of the computerized interpretations of Personality Research Form (PRF) tests that they had completed 2 weeks earlier. Significant correlations were found between standard scores and accuracy ratings of the students' Self Rating Scales for 26 of 28 predicted relationships. The findings suggest that college students are able to assist in the validation of their own personality test results. (Author/JAC)

ED 220 774 CG 016 181

Hunt, Margaret Munro, Constance
Life Skills for Women in Transition.
Alaska Univ., Juneau. Southeastern Region.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-190p.; For related document, see CG 016 180.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Assertiveness, Career Exploration, Coping, *Displaced Homemakers, Educational Opportunities, *Interpersonal Relationship, Job Search Methods, *Midlife Transitions, Program Descriptions, Reentry Workers, *Self Actualization, *Stress Variables, Workshops

This reference book is designed for participants in a workshop or course series for women who are newly independent or involved in other life transitions. The contents of each topic are presented through narratives, group exercises, individual tasks, discussions, and use of specific resources. The first unit covers the concerns faced by a woman on her own, e.g., assertiveness, conflict, stress, coping, and money. Other topics include education, career exploration, job seeking, and family communication, with a special emphasis on the value of peer counseling. The guide provides basic information about important topics in women's lives and suggests strategies for coping with problems and changes as well as giving women the confidence to initiate changes in lifestyle and relationships. (JAC)

ED 220 953 EA 014 937

Goslin, Lawrence Warder

District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.

Pub Date-80

Note-118p.; Ed.D. Dissertation, University of Missouri-Columbia.

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8177435; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, *Administrator Characteristics, *Administrator Role, *Competence, *Curriculum Development, Elementary Education, High Schools, *Leadership Styles, Principals, School Districts, State Surveys, Superintendents

Identifiers-*Curriculum Leaders, *Missouri

A questionnaire survey in Missouri was conducted to determine the characteristics of the state's district-level curriculum leaders and to determine what the curriculum leaders and elementary and high school principals perceive to be the ideal curriculum leader's functions, competencies, and leadership behavior. The characteristics covered include sex, age, official position, years in the position and the district, and years in education. Of 200 questionnaires sent to each group, responses were received from 148 curriculum leaders, 149 elementary principals, and 158 high school principals. Analysis of the descriptive data showed curriculum leaders are usually the superintendents, are mostly male and middle-aged, and have been in education over 16 years but in the position and the district less than 5 years. Cross-tabulations and chi-square analysis revealed no significant differences among the 3 groups on ideal leadership styles, on 18 ideal competencies (including knowledge of current curriculum practices and of district organization), and on 8 of 15 ideal functions (including development of goals or standards, program evaluation, and some budget management). Differences did appear among the groups on seven ideal functions involving community relations, federal program administration, teacher supervision, inservice programs, and other areas. (Author/RW)

ED 220 972 EA 014 963

Emergency Energy Guidelines for Nebraska School Districts.
Nebraska State Dept. of Education, Lincoln.; Nebraska State Energy Office, Lincoln.
Pub Date-82
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, Elementary Secondary Education, *Emergency Programs, *Energy Conservation, *Facility Guidelines, Facility Inventory, Fuel Consumption, School Buildings, School Closing, School Districts
Identifiers-*Energy Management, *Nebraska

Nebraska school districts are advised that they need to prepare for a potential future shortfall in energy, particularly in liquid fuels. This document was written as a guide for planning and policy development concerning energy emergencies in the schools. Energy emergencies are divided into three categories. A phase 1 emergency would be a shortfall of less than 10 percent; phase 2 involves an energy shortfall of 10-20 percent for a particular type of fuel; and a phase 3 emergency would be declared when a shortfall of greater than 20 percent occurs. Items are recommended for inclusion in contingency plans for each type of emergency. Guidelines are also presented for cases in which part or all of a school building is closed; the guidelines include shutdown procedures for maintaining buildings at a minimum temperature during possible winter closures. (Author/MLF)

ED 221 030 FL 013 119

Keller, Gary D.

Integrating Language Assessment with Teaching Performance in Subject Areas.

Pub Date-82

Note-8p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Bilingual Teachers, Communicative Competence (Languages), *English (Second Language), Higher Education, Intellectual Disciplines, *Language Proficiency, *Language Styles, Language Variation, *Spanish, Teacher Education, *Testing, Vocabulary

The issue discussed in this paper is how to test bilingual education teachers in order to be sure that they can teach bilingually in subject areas such as mathematics, science, or social studies. Four aspects of the question are discussed with reference to Spanish/English bilingual education, with the understanding that most questions raised are pertinent to most of the other languages encompassed within the bilingual education movement. The four aspects are: (1) a discussion of the issue of the appropriate language variety or register for assessment of the bilingual subject area teacher, including consideration of world standard Spanish'' and the varieties of Spanish characteristic of different parts of the United States; (2) a review of issues dealing with test formats for assessing the subject area teacher, especially the debate over natural communication versus linguistic manipulation tasks; (3) an introduction to the ideal qualities that an assessment instrument should have; and (4) the problem of vocabulary which in much of the content areas has been borrowed from English into Spanish and has been translated in a variety of ways by different speakers. It is concluded that the language register problem and the connected lexical problem in Spanish are not yet resolved. (AMH)

ED 221 087 HE 015 340

Orzack, Louis H., Ed. Simcoe, Annell L., Ed.

The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date-82

Note-76p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accountants, *Codes of Ethics, Dentists, Engineers, *Ethics, Higher Education, *Legal Responsibility, *Malpractice, Moral Values, Pharmacists, Professional Education, *Professional Personnel, Professional Services, Psychologists, Social Workers, *Standards

Identifiers-Mission Statements, *New Jersey

Papers and summaries from Rutgers University's 1981 Professions Forum, The Professions and Ethics: Views and Realities in New Jersey,'' are presented. Titles and authors are as follows: an introduction (Louis H. Orzack and Annell L. Simcoe); Do Special Ethical Norms Apply to Professions?'' (Daniel Callahan); Ethical Issues in the Work of Professionals'' (Rosemary Chalk); The Regulatory Process: Ethical and Legal Realities'' (Douglas Harper); Ethical Issues in Psychology'' (Jean Balinky); Emerging Ethical Issues in the Dentistry Profession'' (Harmon Katz); Unlawful or Incompetent Practice Guidelines for Whistleblowing'' (Dorothy DeMaio); Ethics and Educational Concerns'' (John Pietrowicz); Pharmacy Ethics: Professional Idealism and Reality'' (Louis Feld); Emerging Ethical Issues in the Certified Public Accounting Profession'' (William D. Schoolman); Emerging Ethical Issues in Social Work'' (Stephen Hecht); Standard Setting and Antitrust Issues: the Engineering Societies and the Public Interest'' (Hedvah L. Shuchman); How Can Links between Ethics and Practice Improve?'' (David Price); Caring; An Ethical Issue'' (Noreen E. Mahon); Ethics at Operational Levels (Workshop Discussion)'' (Michael David Rohr, Moderator); The Professions and Ethics (Workshop Discussion)'' (Robert L. Carter, Moderator); Ethical Codes: Sorting Out Rhetoric and Reality (Workshop Discussion)'' (Frank Fischer, Moderator); The Professions and Ethics (Workshop Discussion)'' (Jeffrey Slovak, Moderator); and Perspectives on Ethics and Professions'' (James M. Giarelli). A mission statement of The Rutgers

University Committee on Professions and Public Accountability is appended. (SW)

ED 220 591 CE 032 958

Smith, W. O.

Sporting Goods. Fishing and Hunting Equipment.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date-81

Note-224p.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. DE-322-S, $13.50).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletic Equipment, *Equipment Utilization, Individualized Instruction, *Merchandising, *Retailing, *Sales Workers, Secondary Education, Vocational Education

Identifiers-Ammunition, Firearms, *Fishing, *Hunting, Sporting Goods

This text provides material for the individualized instruction of students training in the area of sporting goods retailing and merchandising or some closely related area. It consists of nine assignments dealing with fishing equipment and 13 assignments devoted to hunting equipment. Covered in the individual assignments are the following topics: fishing and the American angler; types of game fish; fishing rods, reels, lines, lures, and accessories; terminal tackle; the role of the fishing tackle salesperson; the development of hunting as an American sport; competition shooting; the role of the hunting equipment salesperson; the role of the firearms salesperson; shotguns and shotshells; rifles; rifle cartridges; selling reloading equipment and components; and accessories for hunters and shooters. Competency-based in approach, the lessons contain objectives, technical information, review questions, and suggested projects. (MN)

ED 220 610 CE 033 435

Gillespie, Robert J.

Audio-Tutorial Horticulture Learning Units. Final Report.

Saint Louis Community Coll. at Meramec, Kirkwood, Mo.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-5 Jul 82

Note-72p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education, Botany, Classification, Cytology, *Horticulture, Organic Chemistry, *Plant Growth, *Plant Identification, Postsecondary Education, *Remedial Instruction, Tutoring, *Vocational Education

Identifiers-*Cells (Biology), Chemical Compounds

The four units in this workbook (units 2, 3, 5, and 9) are part of a larger 14-unit course in horticulture. The topics are plant classification, the plant cell, complex compounds, and vegetative growth and development. Student learning in these fields is frequently low in the traditional lecture-laboratory setting. These materials are designed for remedial students to supplement their regular course of study in an effort to further improve their skills. Each workbook unit contains a script for an accompanying tape (not available here), diagrams to illustrate portions of the text, and a glossary. (YLB)

ED 220 629 CE 033 514

Foutes, William And Others

Diesel Mechanics: Fundamentals.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date-82

Note-1,060p.; For related documents see ED 149 162 and CE 033 515-516.

Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics, Behavioral Objectives, Curriculum Guides, *Diesel Engines, Fuels, Job Skills, Learning Activities, Performance Tests, Postsecondary Education, Safety, Trade and Industrial Education, Transparencies, *Welding

This publication is the first in a series of three texts for a diesel mechanics curriculum. Its purpose is to teach the basic concepts related to employment in a diesel trade. Six sections contain 29 units. Each instructional unit includes some or all of these basic components: unit and specific (performance) objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, pencil-paper and performance tests, and answers to tests. Introductory materials include description of unit components, instructional/task analysis (psychomotor and cognitive skills to be learned), listing of needed tools and equipment, and reference list. Section topics are orientation (safety, basic shop tools and equipment), operating principles (diesel fuels, engine lubricants, coolants, bearings, seals), engine components (cylinder head assembly, piston and connecting rod assemblies, camshafts, gear train, engine timing, frames, cylinder blocks, crankshafts, bearings), auxiliary systems (lubrication, cooling, air intake and exhaust, starting, brakes and retarders), engine performance (operation and maintenance, diagnosis and testing, tune-up and adjustment, storage), and welding (arc and oxyacetylene). (YLB)

ED 220 648 CE 033 546

Richardson, Gerald A.

Planning and Conducting Inservice Training for Vocational Teachers.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Jan 81
Note-49p.; For related documents see CE 033 539-551 and CE 033 821.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Guidelines, *Inservice Teacher Education, Instructional Materials, *Lesson Plans, Material Development, Postsecondary Education, *Program Development, Program Evaluation, Recordkeeping, Teacher Educator Education, Units of Study, Vocational Education, *Vocational Education Teachers, *Workshops
Identifiers-Mississippi

This planning guide for inservice vocational teacher education is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and other appropriate individuals with material needed to improve professional teaching competencies. The purposes of the guide are the following: (1) to provide direction for developing, conducting, and reporting on inservice training activities; (2) to standardize the form to be employed in developing, conducting, and reporting on inservice training activities; and (3) to provide the project director, the training coordinator, and other responsible staff members with a basis for controlling the quality of and reporting on inservice training activities. The publication is organized in seven sections covering the following topics: steps for developing and implementing inservice training; planning and programming an inservice training session; developing a unit plan; developing a lesson plan; developing and coding instructional materials; evaluating inservice training; and inservice records and report. Sample lesson plans for inservice education are included in the guide. (KC)

ED 220 667 CE 033 599

Butler-Hiley, Gail And Others

The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6.

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date-Jul 82

Note-139p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Agency Cooperation, Annual Reports, Career Education, Computer Oriented Programs, *Coordination, Data Collection, Delivery Systems, Educational Cooperation, Educational Planning, *Federal State Relationship, Financial Support, Information Dissemination, Information Needs, *Information Networks, Information Systems, *Occupational Information, Program Content, Program Design, Program Improvement, Secondary Education, State Agencies, State Programs

Identifiers-*National Occupational Information Coordinating Com, *State Occupational Information Coordinating Comm

This annual report focuses on the National Occupational Information Coordinating Committee (NOICC)/State Occupational Information Coordinating Committee (SOICC) Network as a formal and effective mechanism for coordinating the activities of numerous federal and state agencies with respect to occupational information and its delivery. Summarized in the report are the network's accomplishments during the period from October 1, 1980 through September 30, 1981. Following a sketch of the mission and policies of the NOICC/SOICC Network, the sources and allocation of its funds are described. Discussed next are the nature and scope of the occupational delivery system. The next three chapters deal with the ways in which the network delivers data for planners, meets the needs of youth, and improves communication and coordination. Provided next are brief state-by-state summaries of SOICC activities in fiscal 1981 (with an emphasis on future directions, resources produced by the SOICCs, and resources sponsored by the SOICCs). The bulk of the guide consists of appendixes devoted to the following topics: legislative creation and structure of the NOICC, NOICC organization and operating arrangements, creation and structure of the SOICCs, and NOICC program policies. (MN)

ED 220 708 CE 033 804

Runge, Lillian
The Surgical Scrub. Learning Activity Package.
California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-14p.; For related document see CE 033 805. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Hygiene, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, *Sanitation, Secondary Education, Self Evaluation (Individuals)
Identifiers-*Asepsis

This learning activity package on the surgical scrub is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a list of definitions, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: surgical asepsis, the surgical scrub, and the surgical scrub procedure. (YLB)

ED 220 816 CS 006 805

Fry, Edward B.
Reading Diagnosis: Informal Reading Inventories.
Report No.-ISBN-0-89061-217-X
Pub Date-81
Note-153p.
Available from-Jamestown Publishers, Post Office Box 6743, Providence, RI 02940 (Catalog No. 754S, $25.00 paper).
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Diagnostic Tests, Elementary Education, Handwriting, *Informal Reading Inventories, Oral Reading, Phonics, Reading Comprehension, *Reading Diagnosis, Reading Instruction, Silent Reading, Spelling, Student Interests, *Testing Programs, Vocabulary Skills

The reading diagnosis tests and observations in this book provide a systematic way of gathering information about a student. The first 10 chapters test the following: (1) general reading level through oral reading of graded paragraphs; (2) silent reading comprehension; (3) phonics skills through oral reading of nonsense words and phoneme grapheme correspondence through a criterion test; (4) vocabulary size through oral reading of words; (5) meaning vocabulary through silent reading of words; (6) letter and numeral recognition through oral reading of letters and numerals; (7) spelling level of beginning readers and of those of upper elementary ability; (8) handwriting quality by comparing a sample with the Ayres scale; (9) vision at a near point and a far point, and hearing through a whisper test; and (10) student interest inventories covering grades one through three and three through seven. The final three chapters explain how a teacher can obtain information through a structured parent/guardian interview, can summarize school records for maximum effectiveness, and can summarize the entire reading diagnosis process. (JL)

Adams, E. Kathleen
A Changing Federalism: The Condition of the States.
Education Commission of the States, Denver, Colo. Education Finance Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ECS-R-F82-1
Pub Date-Apr 82
Contract-400-80-0042
Note-70p.
Available from-ECS Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, Federal Aid, *Federal State Relationship, Finance Reform, Financial Problems, *Government School Relationship, Postsecondary Education, Retrenchment, School Funds, *State Government, Tables (Data), Tax Allocation

A majority of the 50 states are currently experiencing budget problems as a result of recent changes in the fiscal roles of federal, state, and local governments. Four major factors are responsible for the recent deterioration of state budgets: (1) reductions in federal aid to states and localities, (2) changes in the federal corporate and individual tax structure, (3) a severe national recession, and (4) efforts by individual states to curtail the growth of state revenues in response to the tax revolt movement. While some states have fared better than others because of their ability to tax lucrative exports such as gas and oil, most states have been forced to adjust either spending or taxation plans to avoid deficits. Many states have increased their reliance on local taxes and/or user charges, particularly in the financing of elementary and secondary education services. The anemic condition of state revenue systems, along with the onset of declining enrollment, also suggests that there will be fewer real dollars available to postsecondary education during the 1980s and some of the progress made in equalizing access to postsecondary education will be forfeited. This publication includes tables that provide statistical bases for the author's assertions. (Author/LL)

ED 220 934 EA 014 855

Dolce, Philip C.

The Consortium Approach: Preserving College Decision-Making.

Pub Date-81

Note-8p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Consortia, *Educational Cooperation, *Educational Technology, Higher Education, National Programs, Regional Cooperation, Regional Planning

The use of sophisticated instructional methodologies involving applications of educational technology has been largely accepted by institutions of higher education. How these methodologies can be used in an organized and systematized way remains unresolved. Reductions in the power and prestige of individual institutions under state-mandated master plans, the failure of the master plans to accommodate media-based instruction, opposition to introduction of technological developments on some campuses, and the lack of interest displayed by national media organizations have all hampered development of systematic approaches. A possible answer to this situation is the creation of regional consortia. Such consortia should be large enough to have an impact and yet small enough to allow each member institution a significant voice in the consortium's decision-making processes. The formation of a national association of these regional consortia could allow national planning based on local realities that might not be given enough weight under a federally-sponsored centralized program. For illustrative purposes, this document includes brief descriptions of four regional consortia that coordinate the use of educational technology at several institutions of higher education. (Author/PGD)

ED 220 992 EC 143 298

Price, Gary E.

Relationship between Learning Style and Students with Learning Disabilities.

Pub Date-21 Mar 82

Note-9p.; Paper presented at the National Meeting of the American Educational Research Association (New York, NY, March 21, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Style, Intermediate Grades, Junior High Schools, *Learning Disabilities, *Learning Processes

In the first study, 40 males (grades 7 through 8) with learning disabilities (LD) were compared to a random sample of 40 age matched non LD males using 24 learning style variables drawn from the Learning Style Inventory (LSI). Discriminant analysis revealed that non LD Ss were more persistent and adult motivated than were LD Ss, who preferred to learn with adults present. Non LD Ss preferred learning in several ways while LD Ss did not. In study 2, the LSI was administered to 41 LD Ss (grades 4, 5, and 6) and 41 non LD Ss. LD Ss preferred to learn more with peers and preferred a warmer environment. The students without LD preferred to learn more through their kinesthetic preferences, were teacher

motivated, responsible and persistent with 78% of the Ss classified correctly. (Author)

ED 221 011 EC 150 035

Special Education for Handicapped Children Birth to Five.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Report No.-NYSED-82-6789
Pub Date-May 82
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, Due Process, *Parent Education, Preschool Education, Resources, Social Services, *State Programs, State Schools
Identifiers-*New York

The manual describes programs and resources available for preschool handicapped children and their families in conjunction with the New York State Education Department. Section 1 on assistance in securing services, reviews the services provided by Early Childhood Direction Centers, and outlines the role of local Committees on the Handicapped. Section 2 focuses on six types of services. The Deaf Infant Program is designed to help children learn to communicate and to provide parents with training that will assist them in understanding and communicating with their child. State operated and state supported schools provide services to blind, deaf, and severely physically handicapped children beginning at age 3. Other programs include the Experimental Prekindergarten Program and Head Start programs. Some special education programs receive funding when parents petition for the costs of the services through Family Court. Major steps in petitioning include identification of the child as handicapped, review of the petition by the State Education Department, and the issuance of a court order by the Family Court. Minimum criteria for prior approval for Family Court petitions must be met in the following areas: handicapping condition, date of birth, tuition/transportation costs, program requirements, dates of submission, transportation, and prevention of delays. Another program, the Special Education Training and Resource Centers, is geared to involve parents in the education of their young handicapped children through network training activities. Appended are a list of Early Childhood Direction Centers, sample forms, and a list of Special Education Training and Resource Centers in the New York State Training Network. (SW)

ED 220 729 CE 033 974

Imel, Susan And Others

Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-81-0025

Note-56p.; For related document, see ED 205 779.

Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN247, $4.95).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Development, Career Planning, Employer Attitudes, Employer Employee Relationship, Individual Needs, Industry, *Leadership Responsibility, Needs Assessment, Organizational Development, *Program Administration, *Program Development, Program Evaluation, *Program Implementation, Resources, *Staff Development

This guide presents nine tasks to be performed in planning organizational career development programs. Following an introduction that briefly discusses the guidebook's purposes, the state of career development programs in the work place, and uses of the guide, the nine tasks are discussed in two main sections. Part 1, Leadership Tasks, covers three initial objectives: determining organizational readiness and commitment and presenting a program proposal effectively; building a team to assist in planning and work once organizational approval has been granted; and staffing the program with qualified personnel in carefully defined positions. Part 2 focuses on six program development tasks: assessing internal and external resources; assessing the career development needs of both the organization and the employees; defining program goals based on the needs assessment; designing the program from successful models and derived strategies; implementing the program by way of listing resources, personnel, and deadlines for each program goal; and evaluating the program and using the assessment data. Each task section includes a brief list of suggested readings and, where appropriate, example worksheets helpful for completing the task. The guide concludes with a list of general resources (monographs, periodicals, and organizations) on career development and references used in this publication's development. (DTT)

CG

ED 220 752 CG 016 158

Anderson, William J.

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.

General Accounting Office, Washington, D.C.
Report No.-GGD-82-42
Pub Date-16 Apr 82
Note-41p.

Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delinquency Prevention, *Delivery Systems, Nontraditional Education, *Program Development, *Program Effectiveness, *Program Validation, *Research Needs, Research Problems, Technical Assistance
Identifiers-*Juvenile Justice System

Although the Juvenile Justice and Delinquency Prevention Act of 1974 does not specify the primary purpose of the Special Emphasis Program, it is generally categorized as serving a dual function of research/demonstration and service delivery. A General Accounting Office (GAO) review was held to determine the efficiency and effectiveness of the management of the program. The results indicated that the Office of Juvenile Justice and Delinquency Prevention did not recognize the need to operate the two programs in a different manner. GAO found that the office's policies and procedures primarily addressed service delivery and virtually ignored research/demonstration. In response to these findings, the Department of Justice, although disagreeing on some points, stated that corrective action would be taken. (JAC)

ED 220 775 CG 016 182

Nurco, David N. And Others

Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.

Friends Medical Science Research Center, Inc., Baltimore, MD.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.-DHHS-ADM-82-1209
Pub Date-82
Grant-NIDA-H81-DA-02045
Note-30p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Drug Abuse, Drug Education, Group Counseling, *Parent Child Relationship, *Parent Education, *Parents, Program Design, Program Guides, Self Help Programs, *Social Agencies, Youth Problems

This manual outlines techniques for organizing and operating guided self-help groups for parents of drug-abusing young people. It is intended to be used by agencies working with youths, whose staff work cooperatively with parents needing the support provided by other parents experiencing similar problems. The manual shows parents how to improve their own psychological well-being, improve parent-child relationships, and set limits on the child's behavior. The role of the sponsoring agency in organizing the group is explained, and a sample agenda is outlined. Group activities and stages of group development are discussed. The appendix contains additional references including organizations that can provide further information. (JAC)

ED 220 797 CS 006 779

Pertz, Doris L. Putnam, Lillian R.

What is the Relationship between Nutrition and Learning?

Pub Date-8 Jan 82

Note-11p.; Paper presented at the Annual Meeting of the Parents and Reading Conference (7th, New York, NY, January 8, 1982).

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Correlation, Influences, *Learning Problems, *Nutrition, *Nutrition Instruction, *Physical Health, *Reading Achievement, Reading Difficulties, Reading Research, *Reading Teachers

While teachers are well aware of the effect of nutrition on children's health, they are less aware of the relationship of diet to the learning process. An indirect relationship between nutrition and learning exists because food is required to supply energy for learning. Research has shown that a highly nutritional breakfast results in improved student attention in late morning task performance. Poor nutrition reduces the body's capacity to resist disease and infection, and iron-deficient blood is inefficient in transporting oxygen to the cells of the body and brain. A direct relationship between diet and learning has been shown by research indicating that protein-poor diets produce children who are less able to learn, have lower intelligence quotients, and poorer language development. The magnitude of the effects of nutritional deprivation appears to be positively correlated with its duration and severity and the developmental period during which it occurs. Reading teachers should become activists in the field of nutrition education. Among the points of a positive course of action for reading teachers are the following: (1) reading teachers and all educators should develop and enforce nutrition education programs; (2) teachers should stimulate children's awareness of and interest in good nutrition; (3) teachers should work with parents and school authorities to replace candy, sweets, and colas in vending machines with fruits, nuts, milk, and fruit juices; and (4) teachers should be alert to typical food allergy reactions, and bring them to parents' attention, encouraging consultation with their physicians. (HTH)

ED 220 837 CS 207 136

Klein, Marvin L.

The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.

Pub Date-Apr 82

Note-24p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (8th, Portland, OR, April 1-3, 1982).

Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Child Language, *Cognitive Development, Early Childhood Education, *Learning Theories, Linguistics, *Preschool Children, Preschool Education Preschool Tests, *Writing Readiness, *Writing Research

Identifiers-*Luria (Alexander), Vygotsky (Lev S)

Writing development in preschool children has only recently begun to receive attention; however, Russian researchers dealt with the subject in the 1920s and 30s. Arguing that writing was a fundamental assist to cognitive growth as well as a tool for communication, Lev Vygotsky believed that the preschool child was ready to be taught writing. Alexander Luria's view of writing as a culturally mediated function of the individual served as an assumptive base in shaping his methodology for soliciting data from children. Results of his research suggested that the writing development process in young children is a general progression (albeit one with periods of plateau and regression) from a first undifferentiated phase to and through pictography to a final stage of ideography where the child understands and exploits the symbolic potential of language. According to Luria, such development is analogous to other cultural developments. His evidence that considerable learning potential remains unexploited in preschool children should lead us to reexamine some of our assumptions about when and how to begin writing instruction with children. His findings could also be useful for the work currently being done in metalinguistic awareness studies. (JL)

ED 220 857 CS 207 185

Slavin, Ann Marie

Modern British and American Literature: A View through Writing and the Disciplines.

Pub Date-Jul 82

Note-19p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content, English Literature, *Instructional Improvement, *Instructional Innovation, *Interdisciplinary Approach, *Literature Appreciation, Secondary Education, *Writing Instruction, Writing Processes

Identifiers-*Writing across the Curriculum

A senior English course at Padua Academy (Delaware) is going to be taught through an interdisciplinary approach that involves as many faculty members as possible, stresses the teaching of the writing process, and reinforces the concept that writing is not just for the English class. Speaker presentations by members of other departments will be followed by writing assignments that will allow the students to choose topics in areas of interest to them and will also provide an opportunity for them to enrich their background in many areas, thus encouraging a wide range of literacy. Writing will be taught as process, with the prewriting stage, the need to find the best mode for structuring writing, and directive comments in response to student writing (peer review, teacher conferences, multiple drafts, and self-evaluation) being particularly stressed. As a work in progress, the course still may need to be modified after its implementation. Utilizing the services of a consultant from Beaver College, cooperating with a local college, and restructuring the interdisciplinary approach for freshman classes are other possibilities. (JL)

ED 220 876 CS 503 895

Burgoon, Judee K. And Others
Relational Messages Associated with Nonverbal Behaviors.
Pub Date-May 82
Note-40p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, *Body Language, Communication (Thought Transfer), *Communication Research, Higher Education, *Interpersonal Attraction, *Interpersonal Relationship, *Nonverbal Communication, *Proximity

Based on the assumptions that relational messages are multidimensional and that they are largely communicated by nonverbal cues, this experiment manipulated five nonverbal cues eye contact, proximity, body lean, smiling, and touch to determine what meanings they convey along four relational message dimensions: emotionality/arousal/composure, intimacy/attraction/trust, detachment, and control. Subjects were 150 students enrolled in a variety of undergraduate communication courses at a large midwestern university. The experiment entailed videotaping a male and female confederate engaged in an ostensive conversation during which they encoded various combinations of the five cues. Subjects then viewed brief, video-only segments from the supposed conversation and rated the relational meanings they thought were being expressed by the confederate they viewed. Each subject viewed two conversational segments, one featuring the male encoding some combination of the cues and one featuring the female, plus a baseline segment displaying both confederates at once. Results indicated that high eye contact, close proximity, forward body lean, and smiling all convey greater intimacy/attraction/trust. Low eye contact, a distal position, backward body lean, and the absence of smiling and touch communicate greater detachment. High eye contact, close proximity, and smiling also communicate less emotionality/arousal and composure, while high eye contact and close proximity alone convey greater control. When the cues are considered relative to one another, proximity emerges as the one carrying the greatest weight. (HOD)

ED 220 897 CS 503 952

Cureton, Judy C.

Listening Instruction in Texas Institutions of Higher Education.

Pub Date-Oct 82

Note-8p.; Paper presented at the Annual Meeting of the Texas Speech TX, October 7-9, 1982). Communication Association (Houston, TX, October 7-9, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, Course Descriptions, Higher Education, *Listening Skills, *School Surveys, *Speech Communication, *Speech Curriculum, Two Year Colleges

Identifiers-*Texas

To obtain feedback regarding listening instruction at the universities, colleges, and junior colleges in the state of Texas, this study surveyed 100 schools listed in the 1982 Speech Communication Directory. Department chairpersons of each school received a listening checklist and, as a follow-up procedure, registrars of the schools were sent a letter requesting information about speech communication courses offered at their respective institutions. The checklist was completed and returned by 50 of the schools contacted, and 65 of the schools responded to the request for course information. Responses indicate that while 47 of the schools were not currently offering a course in listening, some did indicate a willingness to do so. In response to the question, Is listening instruction included in other courses in your curriculum?'' 37 respondents said yes'' and listed a wide variety of courses. Listening instruction was most frequently offered in a fundamentals of speech course followed by, in order of frequency mentioned, business and professional speaking, interpersonal communication, public speaking, and communication for teachers. Seven of the 50 respondents indicated listening instruction was included in the curriculum of other departments, schools, or divisions of their respective college or university. Most of the listening instruction included an overview of the nature, definition, role, and responsibilities of effective listening; a contextual approach; and use of experiential learning techniques in the form of assignments and listening labs. (HOD)

ED 220 973 EA 014 964

Pitner, Nancy J.

Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Contract-NIE-G-80-0110-P-6
Note-70p.
Available from-Publications, Center for Educational Policy and Management, School of Education, University of Oregon, Eugene, OR 97403 ($10.00).
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Non-Print Media (100)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrators, Elementary Secondary Education, *Evaluation Methods, *Faculty Development, Instructional Materials, *Management Development, *School Effectiveness, Teacher Effectiveness, *Teacher Evaluation, Visual Aids, *Workshops
Identifiers-Project Leadership

As part of the Research-Based Training for School Administrators Project at the University of Oregon, this scripted material was prepared for use by school administrators giving presentations in Project Leadership workshops. Project Leadership uses networking and administrator-led workshops to disseminate research results and state-of-the-art information to other school administrators. The material in this document covers teacher evaluation and school effectiveness and includes the script itself (including suggestions for workshop activities), masters for the presentations's 28 transparencies, worksheets and handouts for participants, a bibliography, and suggested further readings. The first of the script's four sections describes evaluation objectives, reviews research findings about evaluation and about school and teacher effectiveness, and discusses types of evaluation and the inadequacy of evaluations that are only ceremonial congratulations.'' The second section examines the evaluation process, including allocating tasks, setting criteria, sampling, and appraising. Factors affecting evaluation, such as task characteristics and organizational arrangements, are analyzed in section 3, while section 4 considers the nature of effective schools and the characteristics of effective classrooms and effective teachers. The final section briefly suggests a review of the workshop. (Author/RW)

ED 221 051 FL 013 182

Rivera, Charlene

Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models.

Pub Date-80
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Education Programs, Comparative Analysis, Educational Objectives, *Educational Philosophy, Educational Policy, Elementary Secondary Education, Federal Legislation, Language Maintenance, Language of Instruction
Identifiers-*Maintenance Bilingual Education, *Transitional Bilingual Education

The political and educational rationales for bilingual education in the United States and the implications of transitional and maintenance programs are examined. Following a period of adherence to English-only instruction which resulted in academic failure for minority children, support grew for the concept of bilingual education. The provisions of the 1968 Bilingual Education Act, the revised Act of 1974, the Lau versus Nichols decision, and the Lau regulations are described. The underlying assumptions, goals, and methodologies of transitional and maintenance bilingual education are compared. Transitional bilingual education utilizes native language instruction only as a remedial approach to the learning of English, while maintenance bilingual education recognizes the value of minority students' cultural and linguistic resources and seeks to develop skills in two languages. Although the transitional and maintenance models are similar in their goals and methodology, their underlying philosophies are mutually exclusive. In conclusion, it is important to determine which aspects of each model are most beneficial to the student and implement the most effective combined approach. A list of references is appended. (RW)

ED 221 072 HE 014 639

Kalman, Samuel H. Schlegel, John F.
Standards of Practice for the Profession of Pharmacy.
American Pharmaceutical Association, Washington, DC.
Pub Date-Mar 79

Note-16p.
Journal Cit-American Pharmacy; vNS19 n3 p133-147 Mar 1979
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Responsibility, Drug Education, *Drug Therapy, Employee Responsibility, Higher Education, Interprofessional Relationship, Medical Services, Patient Education, Pharmaceutical Education, Pharmacists, Pharmacology, *Pharmacy, Professional Services, *Professional Training, Self Evaluation (Individuals), *Standards

New standards of practice that describe in generic terms what a pharmacist does in fulfilling the basic responsibilities of the profession are presented as part of the Continuing Competence in Pharmacy Project of the American Pharmacy Association and the American Association of Colleges of Pharmacy. The four major areas of responsibilities for pharmacists are: general management and administration of the pharmacy, activities related to processing the prescription, patient care functions, and education of health care professionals and patients. For each of these areas, specific responsibilities and tasks are identified. In general, the administrative role involves pharmacy management, personnel, and fiscal policy, while prescription processing includes verification of the prescription for legality and physical and chemical compatibility and measuring quantities needed to dispense prescriptions. Patient care functions include clarifying the patient's understanding of dosage and potential drug-related conditions, referring patients to other health care resources, and monitoring and evaluating therapeutic responses of the patient. The educational role involves organizing, maintaining, and providing drug information to other health care professionals, organizing and/or participating in in-pharmacy education programs for other pharmacists, and developing a system for drug distribution and quality control. Among the uses of the standards are pharmacist self-assessment of both practice and ability to provide needed services. To make the standards work, more comprehensive procedures will require cooperation within the profession, from practitioners, educators, and professional associations. Findings from a national study of what pharmacists actually do, which provided the basis for the development of the standards, are summarized. (SW)

Tennyson, W. Wesley And Others

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.

Minnesota State Dept. of Education, St. Paul.

Pub Date-Mar 81
Note-9p.; For related documents see CE 031 702-704.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, *Career Education, *Career Guidance, Career Planning, Course Objectives, Decision Making Skills, *Educational Objectives, High Schools, *Learning Activities, Occupational Information, *Outcomes of Education, Self Concept Measures, Self Evaluation (Individuals)
Identifiers-*Minnesota

This guide, one of a series for various grade levels, contains Some Essential Learner Ouctomes (SELOs) for career education in high schools in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the senior high grades are organized as seven management tasks, as follows: (1) reality testing of a self-concept; (2) awareness of preferred life styles; (3) reformulation of tentative career goals; (4) increasing familiarity with work settings and occupations; (5) acquiring knowledge of educational and vocational paths; (6) clarification of the decision-making process as related to self; and (7) commitment with tentativeness within a changing world. Each management task contains several performance objectives (e.g., describe the ways in which one's career choice may affect future life styles''), further refined into enabling objectives (learning activities) such as examine labor force data on women and men in different occupations.'' The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Five-Year Career Education Plan. (KC)

ED 220 611 CE 033 442

Kay, Carol Rocklin Cameron, Carl T.

A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report.

Missouri Univ., Columbia.

Pub Date-30 Jun 82

Note-144p.; For a related document see CE 033 481.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Achievement, *Academic Persistence, *Ancillary School Services, Community Colleges, *Disabilities, Educational Environment, *Participant Satisfaction, *Postsecondary Education, Resource Staff, Resource Teachers, Student Attitudes, Student Characteristics, *Use Studies

Identifiers-Missouri, Support Personnel, *Vocational Resource Educators

A study investigated the relationships between selected student characteristics and measures of perceived campus and Vocational Resource Educator (VRE) support service satisfaction by postsecondary handicapped populations in three Missouri community colleges. Characteristics included length of stay in school, academic achievement, handicapping conditions, and usage of support services. Eighty-three students completed the Environmental Satisfaction Instrument, from which data were analyzed using the Pearson product moment correlation coefficient and the Chi square test of independence. Results indicated there were (1) significant correlations between the length of stay and programmatic factors (course content, teaching, and relevance to career); (2) significant correlations between students' achievement and their satisfaction with factors of campus friendliness, cultural opportunities, and extracurricular activities; (3) no significant relationships between students' identified handicapping condition and perceived satisfaction with campus environments and support services; and (4) significant correlations between usage of specific services and satisfaction with campus environments. Higher achievement was related to decreased satisfaction with these VRE services: instructional, counseling/career exploration, and consumer. Usage of and satisfaction with support services showed significant positive correlations. (The instrument is appended.) (YLB)

ED 220 685 CE 033 706

Auvil, Mary S.

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.

California Community Colleges, Sacramento. Office of the Chancellor.
Spons Agency-Department of Education, Washington, DC.

Pub Date-Aug 82
Contract-80-184
Note-120p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Colleges, *Cost Effectiveness, *Federal Aid, Followup Studies, *Outcomes of Education, *Program Effectiveness, Program Evaluation, Program Improvement, Two Year Colleges, *Vocational Education
Identifiers-*California, Vocational Education Amendments 1976

A follow-up study was conducted to investigate the long-term impact of using nearly $8 million of vocational education special-project funds in California community colleges. The study did not evaluate the projects themselves but assessed what had occurred afterward as a result of the funding. That is, the project identified and described program improvements brought about by changes or modification in college policies, administrative practices, instructional programs, and student outcomes that might be attributed to the special projects. Research activities included a review of project files from the Chancellor's Office and the State Department of Education; telephone and in-person interviews with representatives of the projects; a sample survey of project beneficiaries; and consultant-assisted site visits to a representative sample of the projects. Findings showed that about half of the money spent by the Chancellor's Office during 1977-79 was claimed by projects that have had a significant long-term impact in California community colleges. These were project services or programs initiated with vocational education project funds that had been continued at the institutions where they were implemented; personnel training activities that had contributed to the improvement of vocational education and related services at participants' colleges; and products and services that had been used by intended beneficiaries statewide. In addition, about one-fourth of the funds were used by projects where the long-term benefits were only marginal. The remaining funds were claimed by projects for which no evidence of lasting impact was found, although they may have had an impact while they were in operation. Issues were identified and recommendations were made for more efficient use of funds for similar projects in the future. (KC)

ED 220 954 EA 014 938

Humphrey, Steven Kent

The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda.

Pub Date-80
Note-204p.; Ed.D. Dissertation, Illinois State University.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8114573; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Educational Administration, Educational Attainment, *Educational Finance, Elementary Secondary Education, Institutional Characteristics, Predictor Variables, *School Budget Elections, School Districts, *School Taxes, Socioeconomic Background, *Socioeconomic Influences, State Surveys
Identifiers-*Illinois, State Aid Formulas

Using a questionnaire survey and census data, the author sought to determine the effect of administrator effort and other selected administrative, fiscal, and socioeconomic variables on the results of Illinois school district tax elections. All educational tax referenda in the state's unit and elementary school districts in the years 1975-78 were studied. Administrative data came from the survey while fiscal and socioeconomic data were drawn from censuses and state publications. Analysis using multiple regression and discriminant function techniques indicated that the relationship between election results and the three groups of variables is weak. Among the few effects revealed are that elections, according to most survey respondents, are won or lost for reasons unique to the district; that the reward for effort'' concept in the state aid formula (since removed by the Illinois legislature) was the only significant administrative variable; that socioeconomic variables account for most of the variance in the data; and that voter educational level is the strongest predictor of election outcomes. (Author/RW)

ED 220 993 EC 150 001

Elvin, Lionel, Ed.

The Educational Systems in the European Community: A Guide.

Commission des Communautes Europeennes (Luxembourg).

Report No.-ISBN-0-85633-223-2

Pub Date-81

Note-271p.

Available from-Humanities Press, Inc., Atlantic Highlands, NJ 07716 ($21.00).

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Adult Education, Curriculum, *Educational Administration, *Educational Objectives, Elementary Secondary Education, *Foreign Countries, Higher Education, History, *Instructional Systems, *Organization, Preschool Education, Special Education, Student Evaluation, Teacher Education, Technical Education, Vocational Education

Identifiers-Belgium, Denmark, *European Community, France, Ireland, Italy, Luxembourg, Netherlands, United Kingdom, West Germany

The guide outlines the structure of the educational systems of member countries in the European Community. Chapters cover the following countries: Belgium, Denmark, West Germany, France, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom. Usually covered for each country's educational system are general principles; preschool, primary, and secondary education; technical and vocational education; higher education; and adult/continuing education. Other topics addressed include the following: teacher training, administration, examinations and marks, universities, curriculum, historical background, and special education. Charts illustrating organizational structure of the educational system complete each chapter. (SW)

ED 221 031 FL 013 120

Wald, Benji

On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures.

Pub Date-82

Note-8p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available seperately; see FL 013 112.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Bilingual Students, Elementary Education, *English (Second Language), *Language Proficiency, *Language Tests, Limited English Speaking, Morphology (Languages), *Phonology, Syntax, Vocabulary

The question has been raised whether various measures of language proficiency that concentrate on different aspects of language are equivalent. Studies have been conducted by various agencies comparing language proficiency assessment instruments. Of interest here are the BINL, LAS, and BSM tests. Because each test has a different set of criteria and each produces different sets of limited English proficient students, language proficiency is distinguished from language abilities. Language abilities are defined as the abilities a speaker possesses to use a language; language proficiency is defined as a quantitative measure of these abilities. Most language proficiency assessment tests focus on phonology, the linguistic components of morphology, syntax, and lexicon. Of interest here is that each instrument has a different specific focus on the features and on the value it assigns to any one feature. Examination of the tests suggests the question of whether different linguistic components are commensurate, and the implications of a positive or negative correlation among the components. An empirical study is described which showed that the linguistic abilities tapped by various tests are non-comparable because different linguistic abilities have different patterns of development and use. (AMH)

ED 221 088 HE 015 344

Rosenzweig, Robert M. Turlington, Barbara
The Research Universities and Their Patrons.
Report No.-ISBN-0-520-04664-1
Pub Date-82
Note-151p.
Available from-University of California Press, 2223 Fulton Street, Berkeley, CA 94720 ($14.00).
Pub Type- Books (010) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Academic Libraries, Facility Requirements, *Financial Support, *Government School Relationship, Graduate Study, Higher Education, Private Financial Support, Public Support, *Research, *Research Libraries, *School Business Relationship, Science Education, State Federal Aid, Supplies, *Universities
Identifiers-*Research Universities

Reporting on a project sponsored by the Association of American Universities, this book examines the core functions of research universities and explores how they can best relate to their powerful patrons: the national government, foundations, business, and industry. The following chapters are included: (1) The Climate of Policymaking'' covers background material: the problems of institutions; inflation, retirement, and government policy; attitudes toward science and technology; and government as both regulator and patron; (2) Advanced Graduate Training: Stability and Balance'' examines the elements of policy and recommended policies; (3) Industry-University Collaboration: The New Partnership'' discusses the outlooks of the research university, business, and government; (4) Research Libraries: Cooperation for Survival'' discusses research libraries councils, working with scholars, centers of special responsibility, a national periodicals center, preservation, research needs, technology, the role of the private sector and corporate support, and the role of the research librarian; (5) The Eroding Research Base: Facilities and Instrumentation'' examines reasons for decline, consequences of inadequate facilities and instrumentation, the level of needs, meeting the needs, and sharing instrumentation and facilities; and (6)

International and Foreign Area Studies and Research'' discusses the university, government, and the private sector outlooks. The final chapter offers separate suggestions and recommendations for the federal government, industry, and research universities. Among the many recommendations cited are: no further increase in the minimum legal age for retirement; action to attract more minorities to graduate education; industry cooperation with universities to assist in developing and

financing options to career cycle problems; industry support for research libraries; government support for new technology in research libraries and industry-university collaboration in science. (LC)

ED 221 103 HE 015 435

Nowlan, David M., Ed. Bellaire, Richard, Ed.

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).

Canadian Association of Univ. Teachers, Ottawa (Ontario).; Toronto Univ. (Ontario). Inst. for Policy Analysis.

Report No.-ISBN-0-7744-0223-7
Pub Date-3 Mar 81
Note-252p.
Available from-OISE Press, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Educational Finance, Engineering, Enrollment Trends, *Federal Aid, Foreign Countries, *Government Role, *Higher Education, Labor Force, Private Financial Support, Professional Associations, *Public Policy, Research, Sciences, State Aid, Student Financial Aid, Universities
Identifiers-*Canada

The conference in which these papers and perspectives were presented addressed Canadian federal-provincial fiscal issues and relationships. An introduction provides some background on the present funding situation. A sample of papers includes: Federal Funding of University Education'' (Paul Davenport); A Troubled Future? University Enrolments in Canada and the Provinces'' (David K. Foot); Manpower Issues in Financing Canadian Universities'' (David Stager); Perceptions of Canadian Universities in Relation to Funding: A Maritime Perspective'' (John F. Graham); University Programme Review: A North American Perspective'' (G. Grant Clarke); Private Sector Expectations and Support of Canada's Universities'' (Jill Stocker); Universities and the Federal Government'' (Donald C. Savage, Richard Bellaire); Federal Contributions to Post-Secondary Education: Trends and Issues'' (Magnus Gunther, Richard J. Van Loon); A Perspective on Federal Expectations with Respect to Established Programmes'' (Gordon Robertson); Determining Policy in the National Interest An Institutional Proposal'' (Mark Krasnick); New Directions in Financing Canadian Universities'' (Peter M. Leslie); The Role of Governments in the Funding of Universities'' (G. Rosenbluth, A. D. Scott); and Student Assistance Policy and the Financing of Higher Education in Canada' (John Kucharczyk, Georges Monette). (MSE)

ED 220 592 CE 032 959

Luter, Robert R.

Petroleum Marketing. Selling Automotive Products and Services.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date-81

Note-187p.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. DE-324-S, $11.50).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Parts Clerks, *Business Administration, Business Education, *Distributive Education, Entrepreneurship, *Fuels, Individualized Instruction, Lubricants, *Marketing, Retailing, *Salesmanship, Secondary Education, Vocational Education, Wholesaling

Identifiers-Automotive Supplies, *Service Station Operators

This textbook contains material for the individualized instruction of students training for careers in service stations; automotive, tire, battery, and accessory retail stores; oil jobbers and petroleum product wholesalers, or any wholesale or retail establishment that sells automotive products and services. Included among the topics addressed in the individual units are the following: beginning duties (housekeeping, opening and closing, daily duties, driveway sales, sales transactions, and job health and safety); automotive products technology (fuels, motor oils, filters, batteries, tires, spark plugs, lighting and electrical accessories, mufflers and exhaust system parts, hoses and drive belts, and wiper and washer parts); automotive services (air conditioning, brake systems, cooling systems, chassis, and tire service and repairs); and management and operations (customer relations, stock and inventory control, controlling losses and shortages, promoting a business, employee motivation and incentives, management and administration, and establishing and operating a business). Competency-based in approach, the lessons contain objectives, technical information, and suggested projects. (MN)

ED 220 630 CE 033 515

Foutes, William And Others

Diesel Mechanics: Electrical Systems.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date-82

Note-368p.; For related documents see ED 149 162 and CE 033 514-516.

Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics, Behavioral Objectives, Curriculum Guides, *Diesel Engines, *Electrical Systems, *Electric Batteries, *Electric Circuits, Job Skills, Learning Activities, Performance Tests, Postsecondary Education, Trade and Industrial Education, Transparencies

This publication is the second in a series of three texts for a diesel mechanics curriculum. Its purpose is to teach the concepts related to electricity and circuitry in a diesel trade. The text contains nine units. Each instructional unit includes some or all of these basic components: unit and specific (performance) objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, pencil-paper and performance tests, and answers to tests. Introductory materials include description of unit components, instructional/task analysis (psychomotor and cognitive skills to be learned), listing of needed tools and equipment, and reference list. Unit titles are Introduction to Electrical Systems, Electrical Circuits, Electrical Indicator Circuits, Storage Batteries, Starting Circuits, Ignition Circuits, Generator Charging Circuits, Alternator Charging Circuits, and Emergency Shut-Down Circuits. (YLB)

ED 220 709 CE 033 805

Runge, Lillian

The Surgical Scrub. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-20p.; For related document see CE 033 804. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Hygiene, Individualized Instruction, Instructional Materials, Learning Modules, Performance Tests, Postsecondary Education, *Sanitation, Secondary Education, Teaching Guides

Identifiers-*Asepsis

This instructor's packet accompanies the learning activity package (LAP) on the surgical scrub. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, a student performance checklist, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

Tramel, Dot
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Jul 81
Note-58p.; For related documents see CE 033 539-551 and CE 033 821.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Counseling, Career Guidance, Classroom Techniques, Educational Resources, *Inservice Teacher Education, Instructional Materials, *Job Placement, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Student Employment, Teacher Role, Transparencies, Units of Study, Vocational Education, *Vocational Education Teachers, *Vocational Followup, Workshops
Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on the vocational teacher's role in student counseling, placement, and follow-up contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The three lesson plans contained in the unit include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 668 CE 033 601

Dunn, Wynonia L.
Status of Statewide Career Information Delivery Systems.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
Pub Date-Aug 82
Note-111p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Education, Career Exploration, Computer Oriented Programs, Computer Programs, Databases, *Delivery Systems, Educational Finance, Educational Legislation, Educational Policy, Federal Legislation, Financial Support, Information Dissemination, *Information Systems, Information Utilization, Job Search Methods, Objectives, *Occupational Information, Postsecondary Education, Program Administration, Program Costs, Program Descriptions, Program Development, Program Effectiveness, Program Implementation, Secondary Education, Standards, *State Programs, Statewide Planning
Identifiers-*Career Information Systems

Intended as a resource document as well as a status report on all the statewide career information delivery systems (CIDS) in operation, this report examines the status of 39 statewide information systems. (Career information delivery systems are computer-based systems that provide national, state, and local information to individuals who are in the process of career exploration and/or job search.) Outlined briefly are the purpose and characteristics of state CIDS, their characteristics, legislation creating them, and their policies and standards. Next, information is provided pertaining to the following aspects of state CIDS: administrative/organizational structures, information development, information delivery, software, market penetration, financing, and future directions and recommendations. Presented next are descriptions of CIDS currently in operation in 39 states: 21 that were funded by the National Occupational Information Coodinating Committee, 9 by the Department of Labor, and 9 by state and local agencies. Each program description covers some or all of the following topics: grant period, federal obligation, operating agency, contact, staff, software, delivery modes, files available, files planned, institutional user sites, fiscal 1982 revenue sources, annual user fees, estimated fiscal 1983 operating budgets, and evaluation. The last section provides profiles of CIDS software packages. (MN)

Ahart, Gregory J.

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.

General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.-HRD-82-64
Pub Date-20 Apr 82
Note-73p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.
Pub Type- Reference Materials - Bibliographies (131) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents, Child Abuse, *Children, *Crisis Intervention, Delinquent Behavior, *Delivery Systems, Federal Programs, Literature Reviews, Program Descriptions, Sexuality, Social Services, Victims of Crime, *Youth Problems
Identifiers-*Prostitution, *Sexual Abuse

This report contains the results of an extensive literature search by the General Accounting Office (GAO) on the subject of teenage prostitution and child pornography and federal, state and local efforts to deal with the problem. Also included are results of a survey of police departments and mayors' offices of the 22 largest U.S. cities and all 50 states. The materials deal with what is known about the extent of teenage prostitution and child pornography, characteristics of these victims of sexual exploitation, and subsequent effects. The report describes services and shelters available to these children and discusses current federal and state research projects. The appendices include proposed solutions and a selected bibliography on teenage prostitution and child pornography. (JAC)

ED 220 776 CG 016 183

Simpson, D. Dwayne Sells, S. B.

Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.-DHHS-ADM-82-1194
Pub Date-82
Grant-NIDA-H81-DA-01598-07
Note-21p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Drug Addiction, *Drug Rehabilitation, Followup Studies, *Patients, Predictive Validity, *Program Effectiveness, Program Evaluation, *Rehabilitation Programs

The Drug Abuse Reporting Program (DARP) was initiated in 1969 as a federally supported client reporting system for community-based drug abuse treatment programs. Posttreatment follow-up interviews were conducted with over 4,000 persons from 34 treatment agencies to describe major findings from the drug abuse treatment research of the DARP relating to treatment effectiveness and client functioning in the community. Results indicated that effective results had been attained by treatments such as methadone maintenance and therapeutic community and outpatient drug-free programs. Both performance during treatment and length of time spent in treatment were positively related to outcome. The data from the replicated studies and the overall consistency of DARP findings demonstrate the strong connection between treatment and posttreatment outcomes. (JAC)

ED 220 798 CS 006 781

McCool, Mary

Reading with a Special Touch.

Pub Date-Mar 82
Note-11p.; Paper presented at the Meeting of the Oklahoma Association of Secondary School Principals Spring Conference for Junior High and Middle School Principals (Fountain Head, OK, March 1-2, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, Disadvantaged Youth, Listening Skills, Reading Aloud to Others, *Reading Difficulties, *Reading Games, *Reading Instruction, Reading Materials, Remedial Reading, Secondary Education, *Student Motivation, Teaching Methods, Vocabulary Development, *Writing Instruction

Disadvantaged secondary school students with special reading needs can be motivated in the reading room. The school year can start with popcorn'' reading involving materials that are funny, interesting, and exciting. The teacher reads to the students or the students read silently, using materials on the students' independent rather than instructional level. Writing activities are also included and involve the writing of stories, plays, slogans, logos, bumper stickers, messages for T-shirts, epitaphs, and menus. All the writing is displayed on the bulletin boards and autographed by the author. Students' reading difficulties are diagnosed when they read aloud or when they talk in sessions such as Bring and Brag.'' Rather than book reports, students engage in story reports. Fun worksheets at the beginning of the school year let the students become aware of their own listening styles. Students engage in listening through the use of filmstrips and cassettes. Another listening activity involves a visit from the vice principal for a fireside chat. Prefixes and suffixes are learned by playing Bingo, and other vocabulary words are learned by working crossword puzzles or by doing investigative work in the dictionary. Such a reading classroom provides the students with (1) a balance between teacher control and student self-direction, (2) order and clearly defined structure, (3) excitement and imaginative materials, (4) a high teacher expectation, and (5) an atmosphere where humor, hugs, and love prevail. (HOD)

Vande Kopple, William J.
Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants.
Pub Date- 82
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coherence, *Cohesion (Written Composition), *Connected Discourse, *Discourse Analysis, Expository Writing, Higher Education, High School Students, *Paragraph Composition, *Readability, Reading Research, Secondary Education, Writing Research

Three experiments were conducted to test the hypothesis that a paragraph composed of sentences with identical or closely related topics would be easier to read than one whose sentence topics were only remotely related. The first experiment involved subjective judgments by 131 high school students on the readability of two paragraphs identical in subject matter but different in form. The students were alerted before reading that they were going to be judging readability. The second experiment involved 140 high school students and was identical to the first with the exception that the students were not told until after they had read the paragraphs that they were to judge readability. The third experiment was designed to compensate for the possibility that one reading of paired paragraphs might not have allowed the subjects to make a careful judgment of readability. It involved 184 high school students who were allowed to read the paragraphs as many times as they desired within 8 minutes. After 8 minutes, they recorded their opinions concerning the readability of the two paragraphs and commented on the reasons for their decisions. The results of all three experiments supported the hypothesis that a topically linked expository paragraph is more readable than a paragraph in which topics are only remotely related. (FL)

ED 220 838 CS 207 141

Asher, Deborah L.

Response to Literature: Student Questions.

Pub Date-6 May 82

Note-13p.; Paper presented at the Meeting of the New Jersey Council of Teachers of English Conference (Lawrenceville, NJ, May 6, 1982).

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Literary Criticism, *Literature Appreciation, *Questioning Techniques, *Reading Comprehension, Reading Processes, Reading Research, Secondary Education, *Student Reaction, Student Teacher Relationship

Identifiers-Reader Response

Reading comprehension involves making connections between prior knowledge and the visual information on the page. To reduce uncertainty, the reader makes orthographic, syntactic, or semantic predictions. Thus, comprehension is relative, dependent on the answers to different readers' different kinds of questions. The reader does not record a ready-made message when reading, but rather builds a singular poem based on personal response to the text. Many of the questions asked after a literature reading selection assume an intrinsic lack of motivation on the students' part. Where the discussion is regularly shaped by the teacher's or textbook editor's questions, students may stop asking or even forming their own questions. They reserve making meaning pending the discovery in class of the right answers to the right questions. A number of teachers and researchers have looked at student questions in the belief that the relation between engagement and questions is dynamic: if questioning is an outcome of engaged reading, might not also engagement be an outcome of questioning? How much better it is to generate their own questions the moment they find something obscure than to read until the end, not having the slightest notion of what they have read. Having students ask questions of themselves and of each other seems to ensure that the questions discussed are those the students really want to know about, rather than those the teacher might think they want/ought to know. (HTH)

ED 220 858 CS 207 187

Calabrese, Marian

Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.

Pub Date-Jul 82

Note-11p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biology, *English Instruction, *Fused Curriculum, Higher Education, *Interdisciplinary Approach, *Lesson Plans, *Science Instruction, Student Writing Models, *Writing Instruction

Identifiers-Winterowd (W Ross)

The first in-class assignment for the English section of a Biology/English cluster provides students with an opportunity to observe, record, and organize data that are immediately available. The students first describe the hand with which they are not writing and then reorganize their observations into a brief paragraph. Next they read aloud and compare their paragraphs. Then the teacher reads them a variety of literal and metaphoric definitions of hand.'' In the next part of the lesson, the students rearrange their original observation notes and write new paragraphs organized from the smallest unit observed to the largest. Then, after the teacher reads W. Ross Winterowd's The Five Perspectives'' to them, they are asked to write a journal entry for homework that incorporates their observations and conclusions into the categories Winterowd suggests. In order to help the students make cross curricular connections, the discussion in the next class focuses on how the data would have been organized for a biology assignment. By the end of this assignment students (1) begin to observe and record available data, (2) see relationships among and between objects observed, (3) become aware of the intended audience of a piece of discourse, and (4) use writing as a mode of learning transferable to biology. (An appendix contains student writing resulting from this lesson.) (JL)

ED 220 877 CS 503 898

McLeod, John N.

Journeys Unlimited.

Victoria Education Dept. (Australia).
Pub Date-Aug 79
Note-91p.; Prepared by the Bouverie St. Theatre In-Education team of the Drama Resource Centre.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Drama, *Dramatics, Elementary Education, Foreign Countries, Interpersonal Relationship, *Language Acquisition, Language Experience Approach, Models, Scripts, *Student Role, *Teacher Role, *Teaching Methods
Identifiers-Australia, *Journeys Unlimited

Journeys Unlimited,'' a piece of theater-in-education performed by Australia's Bouverie St. Theatre-in-Education team during one term in 1979 and described in this paper, formed an integral component of a larger curriculum development program undertaken in Australian primary schools. This analysis of Journeys Unlimited'' is intended to apprehend the multidimensional nature of a dramatic experience. The criticism that appears in this analysis allows teachers to plan for and be prepared to accommodate both the possible and the unusual and to avoid dead end situations that undermine the whole fabric of drama. The analysis is divided into five columns. The narrative/script column provides the verbal interaction between actors and actors, and actors and children. The structure column describes the space and everyone's movements around it. The actor/teacher's role column outlines the way the teachers function within the drama and the effect they directly have on the meaning that can be extracted from it. The student's role column explores the position in which the children are placed in relation to both the content and the actors and the learning which results from this arrangement. Finally, the language development column extracts the specific linguistic demands which are placed on the students. (HOD)

ED 220 916 EA 014 833

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).

Institute for Educational Leadership, Washington, D.C.
Pub Date-81
Note-328p.; For individual papers, see EA 014 834-843, EA 014 845, EA 014 848, EA 014 850-855, EA 014 857-864, EA 014 866-872, ED 201 312, ED 205 197, ED 205 212, ED 206 270-271, and ED 208 871.
Available from-Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Washington, DC 20036 ($20.00, hardcover).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, Computer Assisted Instruction, *Computer Oriented Programs, Consortia, *Educational Change, Educational Cooperation, Educational Radio, *Educational Technology, *Educational Television, Elementary Secondary Education, Government Role, Instructional Materials, *Material Development, Nontraditional Education, Postsecondary Education, Teacher Attitudes, *Technological Advancement, Telecourses

Thirty-nine papers on the place of technology in education are collected in this volume of conference proceedings. Several themes run through the collection, appearing in different combinations in different papers. Among the major topics discussed are the applications of computer technology to different aspects of instruction and school administration; the uses of broadcast and cable television and radio and of video technology in on-campus and off-campus instruction; and the formation of consortia of educational institutions to share the costs and benefits associated with courseware development and dissemination. Other major issues considered include the nature of the changes that technology will bring about in traditional and nontraditional education; the role of the government in developing educational technology; the concepts affecting the development of effective courseware; and the effects of educators' attitudes on the adoption of new equipment and methods. The majority of the papers consist of informed opinions or generalized analyses of the status of educational technology, while others describe specific programs or suggest techniques for implementing and applying technology. (PGD)

ED 220 935 EA 014 857

Guralnick, S. A.

Deploying Educational Technology at an Independent, Urban Institution.

Pub Date-81

Note-12p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Budgets, Change Strategies, Educational Innovation, *Educational Technology, *Educational Television, Financial Support, Higher Education, Organizational Objectives, *Program Implementation, School Business Relationship, Tables (Data)

Identifiers-*Illinois Institute of Technology, *Interactive Systems

From an institutional point of view, educational technology is a means to an end rather than an end in itself. Success in deploying a new technology therefore requires careful definition of the institution's goals and careful investigation of the merits of the strategies and tactics used to achieve those goals. This paper begins by listing the essential questions concerning goals, strategies, and tactics that must be answered in order to accomplish the large-scale changes that are associated with institute-wide deployment of educational technology. The adoption and use of an interactive instructional television system at the Illinois Institute of Technology (IIT) in Chicago are described next to illustrate the implications of both the listed questions and their answers in an actual situation. This section of the document covers the mission and goals of IIT, the significant features of its location, the nature of the potential clientele for its interactive instructional television offerings, and the characteristics of its television system. The paper concludes with an analysis of the financing of the system.

Included among the tables of supporting data is a listing of commercial and educational organizations participating in the television system. (Author/PGD)

ED 221 012 EC 150 036

Keenan, Vincent Suelzle, Marijean

Differentials in Characteristics between Parent Group Members and Non-Members.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date-1 Jun 82

Grant-843-02

Note-26p.; Paper presented at a joint session of the American Academy on Mental Retardation and the Psychology Division at the American Association on Mental Deficiency Annual Meeting (Boston, MA, June 1, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, *Developmental Disabilities, Early Childhood Education, Elementary Secondary Education, Family Characteristics, *Mental Retardation, *Parent Associations, *Parent Attitudes, *Parent Participation

Three hundred twenty-nine parents of developmentally disabled children (0 to 21 years old) were surveyed to test the hypothesis that parents who join parent groups are more likely to be white, highly educated, currently married, Republican, and to have higher family incomes than those who do not join parent groups. The survey questionnaire was designed to provide data regarding: the manner in which the parents first discovered their child was developmentally disabled; availablity of extended family and community support networks; the severity of the disability; the manner in which parents secure community services; professionals utilized; attitudes regarding direct services; involvement in children's educational programs and parents' organizations; opinions about public policy; and long term plans and objectives for their children. Findings were grouped according to characteristics of parents and their children, activities of parent group members and reasons for not attending parent group meetings, and differentiating characteristics of group members and nonmembers. Among findings were the following: although the questionnaires were mailed to both parents in two parent families, almost all were completed by mothers; out of a list of seven reasons commonly given for nonattendance at parent groups, the logistical problem of arranging for babysitters or transportation was reported as a barrier far more often than negative feelings about aspects of the meetings themselves; of those parents who identified themselves as group members, their greatest area of group activity was in the core element of a self help group, socializing with new parents; and parents of preschool age children were most likely to have attended more than four meetings per year while parents of 18 to 21 year old children were least likely. In comparing group members with nonmembers, group members tended to be wealthier and older, their children had lower cognitive skills, they relied on the personal support network more often by seeking friend's advice, they confided in professionals more often, and were higher utilizers of speech therapist services. A detailed explanation of variables is appended. (SW)

ED 221 052 FL 013 185

Harding-Esch, Edith

Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date-25 Jan 82
Note-37p.; Based on work of a group of experts set up by the Association of Partly or Wholly French-Language Universities (AUPELF) and the Council of Cultural Cooperation.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, Educational Needs, Educational Objectives, Educational Policy, *Educational Strategies, Higher Education, *International Programs, *Language Planning, *Languages for Special Purposes, *Second Language Instruction, Second Language Learning, Teacher Education, Vocational Education
Identifiers-Europe

Practical applications of the concepts of the Modern Language Project for teaching languages for special purposes at the university level are described. The Modern Languages Project, sponsored by the Council for Cultural Cooperation of the Council of Europe, involves the formulation of a coherent European policy on adult language learning which would provide a framework for a learner-centered, motivation-based language learning system designed to meet diverse social and vocational needs. The practical suggestions were generated by a panel of experts that met to examine the results of language courses at eight universities in seven countries. Such topics as the role of the project in the teaching of languages for special purposes, application of project principles to vocational training, classifying and organizing course content, teacher training, needs analysis of specific target groups before and during language instruction, and the formulation of learning objectives were discussed in response to questions raised by panel members. It is concluded that methods that make students responsible for their own learning and promote self-management of study are the best approaches for meeting individual learning needs. Case studies and participants are listed. (RW)

ED 220 575 CE 031 790

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.

Australia. Parliament, Canberra. Senate Standing Committee on Education and the Arts.

Report No.-ISBN-0-642-06610-8
Pub Date-81
Note-59p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, *Educational Assessment, Educational Improvement, *Educational Quality, Foreign Countries, *Literacy, Outcomes of Education, Preservice Teacher Education, Program Effectiveness, *School Effectiveness, *Teacher Effectiveness, Teacher Evaluation, Teacher Improvement, Teacher Selection
Identifiers-*Australia, *Numeracy

This booklet reports on issues related to an inquiry to examine the effectiveness of Australian schools in preparing young people for the world of work, with special attention to the schools' achievement in providing youth with an adequate mastery of fundamentals. First, the evidence of an educational inadequacy is examined. Inquiry is made into unemployment; the viewpoint of employers, postsecondary education groups, and schools; and 20-25 percent of school leavers who have inadequate levels of literacy and numeracy. Evidence of current difficulties in the teaching professions is then examined under two broad headings: issues related to practicing classroom teachers and their teaching environment and preliminary factors associated with preservice and trainee teacher selection procedures in teacher training institutions. Various initiatives are proposed to improve the general level of teaching proficiency. Finally, a number of initiatives are reviewed that are necessary in order that education and the school structure may evolve to meet requirements of contemporary society. These include a core curriculum, involvement of parents and influence of home environment, greater emphasis on career guidance and student counseling, restructuring the secondary school system, and a practical orientation for educational research. (YLB)

ED 220 686 CE 033 741

Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.-VA-97-60

Pub Date-31 Mar 82

Note-110p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, Armed Forces, *Educational Opportunities, Enlisted Personnel, Federal Aid, Hearings, Military Personnel, *Military Service, Military Training, Personnel Needs, *Recruitment, Student Financial Aid, Veterans, *Veterans Education

Identifiers-*All Volunteer Armed Forces, Congress 97th, *GI Bill

This document is a transcript of the eighth hearing of the United States House Committee on Veterans Affairs covering plans for a new GI education program for the all-volunteer military (development of House Resolution 1400). Testimony was given by U.S. Representative Duncan Hunter, Representative Robert W. Edgar (subcommittee chairman), and representatives of the military services, especially recruiters, career counselors, and veterans' affairs specialists. All testimony centered on the desirability of enactment of a new GI bill, both for recruitment of qualified applicants and for retention of current enlistees. Persons testifying noted that although recruiting numbers are presently up, the probable cause for this is the state of the economy, especially high unemployment. When these conditions are corrected, the witnesses said, the GI Bill would become a very strong recruiting and retention tool for the volunteer military. The witnesses also noted that there is presently some inequity in how bonuses for enlistment are paid, depending on the re-enlistee's possession of critical skills. They stated that educational benefits should be accrued across the board, available for everyone who has served in the military. Witnesses also said there is a necessity to extend the expiration date for the Vietnam Veterans' education bonus bill so that these veterans do not have to choose between leaving the service and losing their educational benefits. (KC)

ED 220 710 CE 033 806

Stark, Pam

Syncope. What Is It? Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-24p.; For related document see CE 033 807. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, *Medical Services, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

Identifiers-*Syncope

This learning activity packaage on syncope (fainting) is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a glossary, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: medical causes of syncope, conditions that cause syncope, symptoms preceding syncope, and treatment for syncope. (YLB)

ED 220 730 CG 016 032

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.

J W K International Corp., Annandale, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-1 Oct 80

Contract-78-C-1192; 400-78-0067; SB-4-4-8(a)

Note-70p.; For related documents, see CG 016 033, CG 016 384-385, and ED 187 002. Best copy available.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Discipline Policy, Educational Innovation, Educational Objectives, *Nontraditional Education, *Program Effectiveness, Racial Factors, *School Counseling, Secondary Education, Secondary School Students, Student Problems, Student School Relationship, *Suspension

Identifiers-*Impact Studies, *In School Suspension

A growing concern among parents and educators about the increasing incidence of out-of-school suspensions led to an exploratory study on the impact of in-school alternatives to suspension. Four school districts were visited and a directory of in-school alternatives was compiled. The four programs included the Intervention Room, the Student Temporary Opportunity Program, the In-School Suspension Program, and In-School Suspension/Restriction Rooms. In only two sites did in-school suspension replace out-of-school suspension while data from a third program documented a dramatic drop in the use of out-of-school suspension. Other schools also expressed feelings that alternative programs were successful. In-school suspensions were used with truant and tardy students. All districts displayed flexibility in determining their use of suspension policies as standards changed. Further research is needed in the area of the disciplinary referral process. (JAC)

ED 220 898 CS 503 953

Miller, Larry D.

Communication Effectiveness and the Professional Woman.

Pub Date-15 Dec 81
Note-16p.; Paper presented to the Western Woman's Alliance (Bowling Green, KY, December 15, 1981).
Journal Cit-Kentucky Journal of Communication Arts; v10 n1 p17-21 Fall 1982
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, *Females, *Interpersonal Communication, *Interpersonal Competence, *Interpersonal Relationship, Males, *Professional Personnel, Sex Differences

Historically, women have been socialized toward virtue and acceptance, and men have been socialized toward power and competence. M. Brewster Smith contends that opportunity, respect from others, and power must be present in order for one to cultivate a sense of competence. To be successful, the competent woman must combine skills, talents, and a variety of personal qualities that will enable her to work in her social environment and to achieve recognition and position. The prime vehicle by which one establishes competence and achieves success is a communicative process, verbal and nonverbal. There are specific communication characteristics and behaviors that seem to separate men and women. By cuing in on these differences and being aware of them, women will be better able to enhance their communication effectiveness regardless of whether they must withdraw, tolerate, educate, or overpower in a given communication situation. Another strategy for women is to request clarification when the content of a message and the way it was spoken do not coincide. A final strategy, called reframing,'' is neither easily nor commonly used, but necessitates that a person break out'' of the presumed mental set or framework that others have imposed on him or her and assume that he or she accepts. Ultimately, to maximize communication prowess, both men and women must increase self-awareness and awareness of others, be as confirming and nonsubmissive as possible, and think about the relationship between their objectives and the appropriate communication strategies. (HTH)

Fairgrieves, Richard Lee

A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation.

Pub Date-80
Note-133p.; Ed.D. Dissertation, Northern Illinois University.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8101443; academic price: $10.00, microform; $17.50, paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Costs, Elementary Secondary Education, Institutional Characteristics, School Districts, *School District Spending, State Federal Aid, State Surveys, *Taxes, Tax Rates, *Unemployment Insurance
Identifiers-*Illinois, *Reimbursement Programs

Beginning in 1978, Illinois school districts were required to contribute to unemployment insurance (UI) payments to their former employees. Districts could pay these costs either by reimbursing the state for actual benefits paid (and, in 1978, being in their turn largely reimbursed by federal and state aid) or by paying an annual 1-percent tax on each district employee's first $6,000 of earnings. To determine how much districts actually paid in UI in 1978, what factors districts should consider in choosing their method of payment, and whether the tax method was adequate, data were gathered from the state's Office of Education and Bureau of Employment Security and from 242 respondents to a questionnaire survey of 350 Illinois district superintendents. Variables covered for each district included size, type, location, UI costs per employee, enrollment trends, county unemployment rate, use of UI service bureaus, contracting for major support services, and method of UI payment. T-tests and analysis of variance indicate that reimbursement was significantly cheaper than the tax method, that none of the district variables was related to payment method, and that the 1-percent tax rate easily covered UI costs. (Author/RW)

ED 220 974 EA 014 965

Neufeld, Barbara

Working in High Schools: Inside Views of the Organization.

Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 80
Contract-400-78-0045
Note-195p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Role, Bureaucracy, Curriculum Development, *Decision Making, Elective Courses, High Schools, Principals, *School Organization, School Surveys, *Teacher Administrator Relationship, *Teacher Evaluation, Teacher Role, Teaching Conditions, *Teaching Load
Identifiers-*Rules and Regulations

To complement a national survey called High School '77,'' researchers in 1978-79 conducted indepth field studies of the organization of five high schools. School bureaucracy and procedures and their relationship to instruction, teachers, and school programs were analyzed. The five schools were drawn from village, suburban, urban, and central-city settings, and data were gathered through site visits, document analysis, and open-ended interviews with 25-30 people (administrators, teachers, counselors, and students) in each school. The researchers examined (1) the control of teacher assignment to particular courses and the role of administrators, teachers, and departments in making the decisions; (2) the factors affecting course options, including the pressures for diversity or basics; (3) rules and regulations covering teachers' work, such as textbook selection, lesson plans, curriculum guides, and meetings and procedures; and (4) the use to which the schools put teacher evaluations. Among the study's conclusions are that teacher participation in instructional decision-making is widespread in many school departments, that the schools' course options emphasized basics, and that school bureaucracies are sensitive to many pressures. (RW)

ED 220 994 EC 150 002

Dickson, Richard L.

Increasing the Usefulness of the Individualized Education Program.

Pub Date-6 Nov 81
Note-20p.; Paper presented at a meeting of the Massachusetts Federation Council for Exceptional Children (November 6, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Organizational Change, *Program Implementation, *Staff Development

The author discusses improvement in quality of special education through the use of the individualized education program (IEP) as a placement, instructional, and planning tool. Conditions necessary for using the IEP effectively are listed. Implementation of the IEP as placement, instructional, and planning tools is noted to depend on four factors policy interpretations, structure of the schools, implementation strategies employed, and macro-sociopolitical factors. Two implementation strategies presented in Federal Special Education Regulations are considered, compliance monitoring (a power-coercive strategy) and a comprehensive system of personnel development. Discussed are four principles to guide IEP development: (1) participatory planning, (2) internal consistency, (3) cooperative use, and (4) mutual supportiveness. It is pointed out that IEP implementation efforts directed toward organizational change should reflect considerations which include existing organizational structures and the application of normative principles within the referral planning and placement process. Four considerations relating to personnel development efforts are also mentioned, such as the avoidance of overreliance on inservice education as the sole procedure for developing personnel. It is concluded that locally orchestrated organizational change and personnel development can increase the utility of IEPs. (SW)

ED 221 032 FL 013 121

Seidner, Stanley S.

Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs.

Pub Date-82

Note-16p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Available from-Not available separately; see FL 013 112.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Admission Criteria, *Bilingual Teachers, College Second Language Programs, Competency Based Teacher Education, *Evaluation Criteria, Higher Education, *Language Proficiency, *Teacher Education, *Testing

There exists a need to explore issues regarding entry/exit level criteria and assessment practices in bilingual teacher training programs. Among the few studies on this topic, one is summarized here. Relevant data are analyzed and summarized and models for assessment are presented. A survey of 127 items was mailed to 93 randomly selected teacher training institutions in the United States. The categories analyzed in this report are the languages assessed, who makes the decision, who conducts the assessment, the preference for assessment instrument, the relationship of language remediation opportunities to language utilization, and the academic and experiential background of sampled programs. One noticeable result of this survey and of others is that the program director often makes decisions that are based on a criterion-referenced test. Further, there is little involvement of public school personnel in assessment procedures. Three models are offered that reflect observations made by the sample in the study: (1) a homogeneous director-made decisions model, (2) varieties of heterogeneous combinations of decision making, and (3) homogeneous choices favoring so-called critical areas. (AMH)

ED 221 073 HE 015 009

Davis, E. Leta

The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.

Educational Testing Service, Princeton, N.J.; Graduate Management Admission Council, Princeton, NJ.
Report No.-ETS-RR-81-44
Pub Date-Nov 81
Note-39p.
Available from-Educational Testing Service, Rosedale Road, Princeton, NJ 08541.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, Access to Education, Administrators, Annotated Bibliographies, *Black Students, Business, *Business Administration Education, Career Planning, *College Students, Comparative Analysis, Employment Opportunities, Enrollment Trends, Females, *Graduate Study, Higher Education, Males, *Minority Groups, *Occupational Aspiration, Professional Education, Student Attitudes, White Students

An annotated bibliography on the occupational aspirations of minority college students as related to graduate business education is presented with most entries dated 1964 to 1978. Twenty-two selected studies relating to minority aspirations are annotated. In addition, supplementary materials include 51 entries without annotations, 15 nonannotated entries pertaining to tabular data, and 8 bibliographies related to black issues. Topics include the following: the extent to which students of different ethnic backgrounds follow through with their career and educational plans; why students did not continue their education; students' perceptions of careers and schools; career decisions and the differences between the plans of men and women and blacks and whites; students' perceptions of the career of business and graduate schools of business; access to black students of graduate and professional schools; the history and future of black education; vocational choices of college students; minorities in higher education; the graduate degree aspirations of ethnic student groups among those who took the Graduate Record Examination; barriers to minority student college enrollment; students' undergraduate experiences and their effect on career decisions; occupational aspirations of blacks as compared to whites in the United States; enrollment of black students in professional and graduate study; career expectations of male and female black college seniors; 1964 graduates of predominantly Negro colleges; the new market for highly educated black Americans; black consciousness, identity, and achievement; minority admissions and performance in graduate study; increasing the supply of minority managers for U.S. corporations; and the availability of minorities and women for professional and managerial positions, 1970-1985. (SW)

Eggland, Steven Sass, Sharon
Drugstore Merchandising.
Texas Univ., Austin. Center for Occupational Curriculum Development.
Pub Date-81
Note-88p.
Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. DE-325-S, $9.50).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Distributive Education, *Merchandising, *Retailing, *Salesmanship, Secondary Education
Identifiers-Cosmetics, *Drugstores, Inventory Control, Nonprescription Drugs

This textbook contains material for use in training workers in a modern retail drugstore. The material emphasizes selling, merchandising, and promotional activities in an establishment that has a sizable inventory of nondrug-related merchandise as well as non-prescription drugs. Addressed in the individual units are the following topics: drugstore retailing; personal selling in the drugstore; product knowledge; suggestion selling; drugstore sales promotion; merchandising and inventory control; cameras and photographic equipment; men's toiletries; cosmetics (skin care products, facial preparations, hair products, and fragrance products); home health care products; infant care products; nonprescription drugs; and miscellaneous products. Competency-based in approach, the lessons contain objectives, technical information, review questions, and suggested projects. (MN)

ED 220 612 CE 033 447

Eisenhart, Margaret A. Ruff, Teresa C.

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date-Dec 81
Grant-NIMH-5-T24-MH15477
Note-128p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Health Personnel, *Labor Turnover, *Mental Health Clinics, Nurses, Organization, *Professional Personnel, Program Administration, *Psychiatric Hospitals, Psychiatrists, Psychologists, *Recruitment, Rural Areas, Staff Utilization, Urban Areas
Identifiers-*United States (South)

This project explored influences of the service delivery system on the distribution, especially the rural-urban distribution, of mental health practitioners in public settings. Research was planned as a two-phase pilot study an ethnographic phase (open-ended interviews and day-long observations at 14 mental health agencies) and a survey phase (two-part questionnaire sent to 90 facilities, one part on staffing patterns and another filled out by staff members). With few exceptions, all retention rates appeared high with no clear differences for rural and urban facilities. Urban facilities fared better at filling position vacancies. Rural and urban centers were found to differ from each other and from state psychiatric hospitals in the ways they organized staff and in patterns of utilization. Differences between rural and urban hospitals and between hospitals and mental health centers were also investigated. Standards for job performance and success differed across the facilities. Both rural and urban successful'' centers were found to share a well-defined and clear-operating system of organization and strong community support. (Issues and ideas for mental health program administration are discussed. Suggestions are also made for training of mental health professionals for rural versus urban practice. Instruments are appended.) (YLB)

ED 220 631 CE 033 516

Foutes, William

Diesel Mechanics: Fuel Systems.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date-82
Note-284p.; For related documents see ED 149 162 and CE 033 514-515.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Mechanics, Behavioral Objectives, Curriculum Guides, *Diesel Engines, Job Skills, Learning Activities, Performance Tests, Postsecondary Education, Trade and Industrial Education, Transparencies
Identifiers-*Fuel Systems

This publication is the third in a series of three texts for a diesel mechanics curriculum. Its purpose is to teach the concepts related to fuel injection systems in a diesel trade. The text contains eight units. Each instructional unit includes some or all of these basic components: unit and specific (performance) objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, pencil-paper and performance tests, and answers to tests. Introductory materials include description of unit components, instructional/task analysis (psychomotor and cognitive skills to be learned), listing of needed tools and equipment, and reference list. Unit titles are Introduction to Fuel Injection Systems, Fuel System Components, Distributor Type Injection Pump, In-Line Injection Pump, Unit Injector, Pressure Time (PT) Fuel Systems, Injection Nozzles, and Governors. (YLB)

ED 220 777 CG 016 184

Bender, Robert C.

Experiential Awareness of the Effects of Test Score Reports.

Pub Date-20 Mar 82

Note-17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Congruence (Psychology), Counseling Techniques, *Counselor Attitudes, *Counselor Educators, Counselors, *Counselor Training, *Emotional Response, *Empathy, Experiential Learning, Higher Education, *Intelligence Tests, Motivation, Self Esteem

Because most counselors have experienced a significant amount of success, they often have difficulty understanding the impact of test scores on persons who do not perform well. Counselor educators must develop experiential awareness in an area normally outside the realm of their students. To provide such an experience, 25 counselor trainees took an intelligence test, the Otis Quick-Scoring Mental Ability Test: Gamma Test: Form Fm. All were given bogus results indicating they had the lowest IQ score in the class. The students were hurt, embarrassed and devalued, and experienced great relief upon learning that the experience was a hoax. The cognitive dissonance of receiving a score inconsistent with their self-image produced psychological discomfort and also a feeling of empathy for those who truly fail. Counselor educators who replicate this activity will need to exercise the emotional sensitivity to their students that they wish to develop in their students. (JAC)

Oliver, Marvin E.
Improving Comprehension with Mental Imagery.
Pub Date-Mar 82
Note-10p.; Paper presented at the Annual Meeting of the Washington Organization for Reading Development of the International Reading Association (8th, Seattle, WA, March 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Instructional Improvement, *Metacognition, *Reading Comprehension, *Reading Improvement, Reading Processes, Reading Research, Reading Skills, Reading Tests, *Visualization

Three experiments were conducted to determine whether an instructional set for visual imagery would facilitate reading comprehension of elementary school children. In the first experiment, 38 fifth graders randomly assigned to experimental and control groups were given the Durrell-Sullivan Reading Capacity and Achievement tests after the experimental group had been given instructions to visualize what they had heard and read. Raw scores revealed no significant differences between the groups as a whole, but the upper third of the experimental group was favored at the .05 level of significance. A second experiment with 40 randomly assigned fifth and sixth graders confirmed two hypotheses: (1) that when given a comprehension test, the upper third of the readers who had been instructed to visualize would do better than the readers who had just been told that comprehension was going to be tested, and (2) that the mean scores would be the same for both groups. A third experiment with 36 third and fourth graders duplicating the second experiment produced the same results. These findings indicate that teachers should try to help children develop the metacognitive skill of visual imagery as a strategy for improving comprehension. (JL)

ED 221 104 HE 015 436

Bishop, Welker Schuh, John H.

The Business Environment for Housing Officers: Assumptions for the 1980's.

Pub Date-82

Note-13p.; Tables 1 and 2 may not reproduce well due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, *Administrator Attitudes, *College Administration, *College Housing, Economic Change, *Economic Climate, Federal Aid, Higher Education, Inflation (Economics), Professional Associations, *School Business Officials, Student Financial Aid

Identifiers-National Assn College University Business Officers

In November 1979 the National Association of College and University Business Officers (NACUBO) published a list of assumptions about the business environment within which college and university administrators would operate during the 1980's. The assumptions were divided into two categories: general external economic assumptions, and those that would have some impact on business officers in colleges and universities at all levels. This study examined the extent to which a selected group of 21 housing officers agreed or disagreed with the assumptions. The response rate was 100 percent due to followup efforts. Measures of central tendency were calculated for each item of the survey. Respondents agreed with all of the assumptions presented to them except one concerning federal aid. They did not believe student aid would increase or that additional federal support would grow at a rate slightly under the inflation rate. Recommendations for housing practices derived from these results are: (1) devise ways to assure accountability to various constituencies to insure internal and external confidence; (2) develop management tools and automatic data processing techniques current with present technology; and (3) prepare to provide more services at lower cost. The lists of assumptions, data results, and a list of participants are appended. (Author/MSE)

ED 220 650 CE 033 548

Milner, Donald E.

Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Dec 81

Note-121p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Citizenship, Contracts, Credit (Finance), Educational Resources, Employment Interviews, *Employment Potential, Financial Services, Health, Insurance, Job Application, *Job Skills, Laws, *Learning Activities, Lesson Plans, Money Management, Postsecondary Education, Secondary Education, Self Actualization, Units of Study, *Vocational Education

Identifiers-Mississippi

This teaching unit is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional material needed to improve professional teaching competencies. The purpose of this unit is to provide the vocational instructor with lesson plans that will make it easier to teach employability skills, which are integral to job success. The lessons are designed to be used by any vocational teacher, regardless of subject or occupational area. Ten units, containing one or more lesson plans, are included in the guide. The units cover the following topics: personal budgeting, credit and installment buying, checking and savings accounts, personal insurance, your paycheck, citizenship, business law, job application and interview, personality development, and your job and your health. Each lesson plan contains objectives, resources, content material with suggested activities or notes to the teacher, vocabulary, and suggested evaluation activity. (KC)

ED 220 669 CE 033 602

Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.

Further Education Curriculum Review and Development Unit, London (England).

Report No.-ISBN-0-85522-101-1

Pub Date-Jun 82

Note-51p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Check Lists, Curriculum Development, Educational Needs, *Faculty Development, Higher Education, *Inservice Teacher Education, *Needs Assessment, Preservice Teacher Education, *Program Development, Program Implementation, Surveys, Teacher Education, *Teaching Skills, Vocational Education, *Vocational Education Teachers

Identifiers-*England

This document describes a curriculum-led approach to college-based staff development for vocational preparation teachers. A survey of staff development needs in this area is summarized, and emphasis is placed on the attitude of college administrators to vocational preparation. The remainder of the document suggests a conceptual framework within which college administrators and those responsible for staff development can operate. A checklist of skills and qualities is proposed as a starting point for assessing needs of teaching staff involved in vocational preparation. Methods for developing a program of staff development and support are described, including questions to ask to identify staff needs, analyzing and profiling those needs as a basis for the initiation of staff development programs, setting up a program, and agencies to use for staff development. Appendixes, amounting to approximately four-fifths of the document, include the full survey summarized in the narrative section, definitions and a glossary, approaches to preparing teachers for change, discussion of the concept of basic skills, and descriptions of college-based staff development exercises. (YLB)

ED 220 711 CE 033 807

Stark, Pam

Syncope. What Is It? Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-20p.; For related document see CE 033 806. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Individualized Instruction, Instructional Materials, Learning Modules, *Medical Services, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers-*Syncope

This instructor's packet accompanies the learning activity package (LAP) on syncope (fainting). Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, a student performance checklist, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 754 CG 016 160

Filsinger, Erik E.

Implications in the Choice of Marital Observation Coding Systems: A User's Guide.

Pub Date-Oct 81

Note-30p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Theories, Comparative Analysis, Counseling Techniques, *Data Collection, *Interaction Process Analysis, *Interpersonal Relationship, Literature Reviews, *Marriage, Marriage Counseling, Models, *Research Methodology, *Sociometric Techniques, State of the Art Reviews

Identifiers-*Marital Observation Coding Systems

Observational studies of marital interaction have become increasingly popular in recent years, resulting from trends in family research including a movement towards the measurement of behavior rather than attitudes. In fact, there is now a proliferation of coding systems, but no user's guide'' for the researcher. This paper overviews the principal marital observation coding systems, suggests the fundamental characteristics of each, and compares and contrasts the content of the coding systems. Theoretical considerations involved in the use of each coding system are outlined for the five systems, including: (1) the Marital Interaction Coding System; (2) the Couple Interaction Scoring System; (3) the Dyadic Interaction Scoring Code; (4) the Marital and Family Interaction Coding Systems; and (5) the Coding Scheme for Interpersonal Conflict. The appended tables contain comparative information for each of the five coding systems. (Author/JAC)

ED 220 799 CS 006 785

Fry, Edward

Writeability.

Pub Date-Apr 82

Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Language Styles, Punctuation, *Readability, Readability Formulas, Reading Materials, *Sentence Structure, *Syntax, *Vocabulary, *Writing (Composition)

Identifiers-*Clarity, *Syntactic Complexity

Writeability'' is concerned with helping writers and editors produce materials on easier readability levels. A major input of most readability formulas is vocabulary difficulty. One way to increase readability is to use simple vocabulary or shorter words since word frequency studies show that more common words are shorter. The other major input is syntactic complexity or average sentence length. Historically, sentences are getting shorter, although just shortening sentences is not the whole answer. Punctuation is helpful to the reader most of the time, but commas, colons, and semicolons are frequently overused. Personal pronouns communicate more effectively than does the passive sentence form, but misuse of pronoun referents can cause problems. Paragraphs should also be reasonably short, and one effective type of organization is the statement-example-restatement form. Subheads, and signal words that indicate sequence, examples, or opposing ideas can contribute to understanding. Writing can also be improved by cutting out words with low imageability. Readability formulas will never be able to judge the individual reader's motivation to read a particular bit of writing, but there is ample evidence that proper writing or rewriting can keep the readability scores of most materials lower than is commonly supposed. (A writeability checklist is included.) (HTH)

ED 220 839 CS 207 146

Sommers, Nancy

Revision Strategies of Student Writers and Experienced Adult Writers.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-12 Jun 82
Contract-NIE-P-80-0229
Note-198p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adults, Case Studies, College Freshmen, Higher Education, *Revision (Written Composition), Student Behavior, *Writing Processes, *Writing Research, *Writing Skills
Identifiers-Experienced Writers

To describe and analyze the revision processes of a group of college freshmen and a group of experienced adult writers, eight freshman students and seven experienced adult writers were asked to write three compositions, rewrite each composition two times, suggest revisions for a composition written by an anonymous author, and be interviewed three times. The students wrote their compositions in a class as a regular class activity while the adults wrote their compositions in their own homes or in their offices. Writing tasks consisted of expressive, explanatory, and persuasive writing. Findings show that the student writers have operational procedures for revising and reasons to explain their procedures, but that they have not codified or synthesized the procedures into a theory of the revision process. The experienced writers, on the other hand, have a codified set of principles about how their revision process works. For the experienced writers revision was not a stage but rather a process that occurred throughout their writing. Their first drafts were already the results of an elaborate revision process in which their revision theories operated to reject some ideas and to select others. Thus, the evidence from this study calls for a rejection of the linear stage theory since that theory does not describe the behavior of experienced writers. An alternate theoretical model is

the concept of dissonance in which the writers sense dissonance, tolerate dissonance, and resolve dissonance, thereby reflecting the recursive process of revision. (HOD)

ED 220 859　　　　　　　　　　　CS 207 191

Hauck, Philomena
Judy Blume and Beyond.
Pub Date-Aug 82
Note-14p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, *Adolescents, Authors, *Characterization, Content Analysis, *Fiction, *Identification (Psychology), Junior High Schools, Literary Criticism, Reading Material Selection, Social Problems
Identifiers-*Blume (Judy), *Reader Response

An English instructor examined 9 Judy Blume adolescent novels and interviewed 12 students (grades 6, 7, and 8) who had read the novels to look at the world as it was presented in the books and to compare the instructor's own perceptions with those of the adolescent readers. The study revealed that the books did in fact dwell on the problems of adolescence, but some of the more complicated problems such as drugs and alcohol were generally excluded. Although the teacher's analysis of the books seemed to show that the problems were dealt with fairly superficially, the young readers were still consoled to know that other people had the same problems they had. The Judy Blume world was affluent, contemporary, and middle-class, one where only the fathers worked outside the home. Parents played a minimal role in the books, and schools were negatively portrayed, consisting of boring classes and unimaginative teachers. Blume readers felt that the homes in the novels were more affluent and attractive than their own and thought the parent characters were too permissive. Judy Blume novels afforded little opportunity for the reader to confront ethical or moral issues. In general, the characters were remarkable for their individualism (defined as looking out for number one), and a by-product of this self-preoccupation is an extreme competitiveness which, while pervasive, does not preclude peer conformity. The books did provide readers with insights into themselves and, less frequently, into the behavior of others. Readers also said that the light, humorous tone of the books, their use of first person narrative, and their easy, readable style enhanced their popularity. (HTH)

ED 220 878 CS 503 902

Wilkinson, Helen
Spontaneity and Imagination in Drama: An Investigation.
Victoria Education Dept. (Australia).
Report No.-ISBN-0-7241-3129-9
Pub Date-May 80
Note-88p.; A Drama Resource Centre Project.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Observation Techniques, Cognitive Processes, *Drama, Dramatic Play, *Dramatics, Educational Research, Elementary Secondary Education, *Imagination, Lesson Observation Criteria, *Lesson Plans, Teacher Attitudes, *Teaching Methods
Identifiers-*Theory Practice Relationship

The first, theoretical section of this investigation of the dramatic process examines the function of imagination and spontaneity. This section notes that the imaginative process occurs in the preconscious and need not be limited by the external world or by memory and suggests that spontaneity, like imagination, is an intuitive response dependent upon individuals' perceived relationship with the external world. The second section focuses on the practice of drama in education. The perspective from which each lesson is analyzed considers the teacher's own style and concerns, the teacher's conceptions of drama, the students as individuals and as groups, and the kinds of dramatic contexts that are pursued. The third section is an attempt to apprehend the function and role of spontaneity in the dramatic process. It suggests that the reality of the role or object is determined by the student and that this identification and imaginative projection are integral to the dramatic process if drama is to be neither purely objective nor purely subjective. Appendixes include details of the teacher's preparation and evaluation, descriptions of the schools observed, and testing procedures. (HOD)

ED 220 936 EA 014 858

Koffarnus, Carol A.

The Central Educational Network's Postsecondary Service.

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Adult Learning, Adult Students, *Consortia, *Educational Television, Futures (of Society), Lifelong Learning, Postsecondary Education, Program Administration, Regional Cooperation, Technological Advancement, *Telecommunications

Identifiers-Central Educational Network, *Postsecondary Education Council

Rapid technological advances will double America's information system every 8 years. As a result, adults in and out of the work force will need continual updating of the information and skills they use in all aspects of life. Of the current 58.4 million adults engaged in some form of organized education, only 12.4 million are attending colleges or universities. The Central Educational Network formed its Postsecondary Education Council in 1979 to create a postsecondary telecommunications service. The council currently consists of a representative from each of 10 statewide councils that have their own bylaws and structures and are composed of members from public broadcasting agencies and postsecondary academic and vocational institutions. The 10 states participating in the council at present are Illinois, Indiana, Kansas, Michigan, Mississippi, Missouri, Nebraska, Ohio, West Virginia, and Wisconsin. This document describes the council's goals and services, its assessment of fees and distribution of costs, and its plans for future growth. (Author/PGD)

Swadener, Marc

Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report.

Colorado Univ., Boulder. Center for Educational Leadership Services.
Pub Date-Aug 81
Note-75p.; For a related document, see EA 014 973. County names in Diagrams 1 and 2 will not reproduce due to illegibility and small print of original document.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, Multiple Regression Analysis, *Population Trends, School Statistics, State Surveys, Tables (Data)
Identifiers-*Colorado, *Colorado (Adams County), Counties

From historical and projected state population data, records of live births from 1960 to 1979, and school enrollment data for the years 1961 to 1979, projections of the school enrollments in each of Colorado's counties were developed for the years 1980 through 2000. The counties can be divided into three groups: the 22 for which complete projections can be made (at all grade levels each year); the 16 for which only partial projections can be made (at all grade levels for 1980, grades 2-12 for 1981, grades 3-12 for 1982, and so on); and the 25 for which no projections are possible. This report presents a summary of the results of the analysis, illustrated with numerous tables comparing the counties according to such measures as average annual growth and projected school enrollment for various years in the projection period. Full data on population and enrollment trends in Adams County are included as an example of the full findings of the study, but the individual reports on the rest of Colorado's counties are not included and must be obtained separately. (PGD)

ED 221 089 HE 015 345

Waggaman, John S.
A Policy and Program Evaluation of the Statewide Course Numbering System.
Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.
Pub Date-Dec 81
Note-524p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Classification, *Courses, Educational Policy, *Government School Relationship, Higher Education, Needs Assessment, Program Evaluation, *State Programs, *State Standards
Identifiers-*Statewide Course Numbering System

The Statewide Course Numbering System (SCNS), a program in the Florida Department of Education, is evaluated. The introduction of the study includes analysis of complaints, old and new surveys, and evaluation concepts underlying the study. Chapter 2 describes the operation of SCNS, its organizational characteristics in the educational establishment of the state capital, and its ties to the 37 public postsecondary institutions in Florida. Major challenges to the existence of SCNS over several years as well as state legislature support are reviewed in chapter 3, which also presents a conceptual framework applicable for analyzing some of the variables that keep SCNS in an unstable relationship with portions of the postsecondary community. Chapter 4 is divided into two parts: the short, medium, and long-range SCNS goals, and outputs of SCNS. The latter are of two types: (1) any statewide three-letter alpha prefix followed by a four-digit number, of which the last three digits are part of a statewide discipline classification system; and (2) products and services provided by SCNS from its statewide course inventory and other information resources. The question about the extent to which SCNS outputs are being utilized within state agencies and institutions is addressed in chapter 5, followed in chapter 6 with the findings from three sets of surveys. Chapter 7 concludes that, among other things: a flat hierarchy should be maintained between the professional staff and the director to encourage communication; the staff of SCNS needs to observe the statutory requirement that faculty committees are to be used to maintain the System; turnover in the lower clerical positions is a constant drain on potential productivity; and there is an immediate need to revive and revise the SCNS Policy Council. Several appendices are included to provide examples of SCNS policies and products and to explain the procedures of the surveys and other data collection efforts. (Author/LC)

ED 220 917 EA 014 834

Brown, George E., Jr.

Congressional Perspectives on Information Technology.

Pub Date-81
Note-5p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Educational Objectives, Educational Technology, Federal Government, *Futures (of Society), *Government Role, *Information Science, *Relevance (Education), *Technological Advancement
Identifiers-*Information Policy, Technological Change

In his introductory address to the 1981 National Conference on Technology and Education, Congressman George E. Brown, Jr., discusses recent congressional activity in the area of information technology. According to Brown, the testimony presented at recent congressional hearings made it clear that technological change was occurring rapidly and that the government should consider developing an information policy and supporting information research. It appears particularly important to restructure educational priorities in an effort to prepare today's students for life in a world incredibly different from that we know today. Such an effort requires not only instructing students in the uses of developing technology, but also in using the new technology to enhance the instructional process itself. (PGD)

ED 221 053 FL 013 188

Rodriguez, Victor, Ed.

Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Apr 80

Note-112p.; Workshop conducted pursuant to cooperative agreement 00-CA-80-0001.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, *English (Second Language), Korean, *Language Proficiency, *Language Tests, Oral Language, Reading Skills, Spanish, Testing Problems, Writing Skills

Materials are presented from a workshop designed to provide an opportunity for bilingual education researchers and practitioners to share knowledge, experiences, and concerns related to assessing language proficiency. The sessions included: (1) Formal and Informal Evaluation of Oral English Language Skills,'' by William Russell; (2) Assessing English Literacy Skills: Writing,'' by Ann Humes; (3) Reading Assessment and the Bilingual Teacher,'' by Laila Fiege-Kollman; (4) Some Considerations in Constructing and Administering Language Proficiency Tests,'' by Bonita Ford; and (5) Adaptation of English Proficiency Instruments for Korean,'' by Kenneth K. Kim. The workshop evaluation form, along with the participants evaluations are appended. (EKN)

Smith, Arthur De W.

Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).
Pub Date-79
Note-12p.; Not available in paper copy due to small type. For related documents see CE 031 878-879.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Auto Body Repairers, Building Trades, *Craft Workers, Educational Needs, Electrical Occupations, Equipment, Hand Tools, Job Analysis, *Job Skills, Machine Tools, Machinists, Masonry, Mechanical Skills, Mechanics (Process), Metal Working, Models, *Occupational Clusters, *Occupational Information, Repair, Secondary Education, Skill Analysis, Technical Occupations, *Trade and Industrial Education, Transfer of Training, Vocational Education, Woodworking

This pamphlet provides a hierarchy of skills, from those most often used in the craft trades to those less frequently used, indicating the extent to which these skills are used by workers in 24 different occupational groups. The pamphlet also provides a secondary school vocational model for craft trades along with lists of the identified skills. This model contains a recommended sequence of study in which students learn those skills extensively used by most craft trades before making occupational decisions. It makes broad occupational family selections and finally narrows to single occupational decisions. While learning the skills commonly used by a variety of trades, the students use this skill information to help make and refine occupational decisions. The model includes lists of clusters of skills, including core skills needed by all, skill clusters, occupational family clusters, and specialized occupational skills. The skills were identified through a questionnaire that measured the use of 588 tools, including portable hand tools, powered hand tools, test and diagnostic tools, shop machinery and equipment, wheeled vehicles, heavy mobile equipment, and associated safety processes. The questionnaire was administered to 1600 tradespersons, trades supervisors, technicians, technologists, and trades helpers to determine which skills were used in work performance. A total of 131 occupations, mostly craft trades, were involved in this survey. (KC)

ED 220 594 CE 032 965

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.

Oregon Vocational Association, Gervais.

Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date-Jun 82

Grant-24-000-299

Note-120p.

Available from-Oregon Vocational Association, 3821 Mathaney N.E., Gervais, OR 97026 ($4.25).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agribusiness, Agriculture, Annotated Bibliographies, Architecture, Auto Mechanics, Business, Career Education, *Conservation Education, Construction (Process), Construction Industry, Electrical Occupations, Electronics, *Energy Conservation, Environmental Education, Food Service, Forestry, Health, Home Economics, Industrial Arts, *Instructional Materials, Marketing, *Occupational Information, Periodicals, *Resource Materials, Secondary Education, Solar Radiation, Trade and Industrial Education, *Vocational Education

Identifiers-*Energy Education, Oregon

Intended as a resource tool for integrating energy and conservation education into the vocational skills areas, this resource guide consists of listings of instructional and technical materials pertaining to 14 vocational curriculum areas. These areas are agriculture, agriculture/agribusiness, architecture, automotive, business, construction, electrical/electronics, food services, forestry, health, home economics, industrial arts, marketing, and trades and industrial mechanics. Included in each citation are the title, source, date, description, and cost of the given resource. The remainder of the guide consists of lists of the following agencies/materials: Oregon agencies providing materials and assistance; general energy conservation technical materials; general, wind/solar, and environmental bibliographies; resource guides; energy education catalogs; energy periodicals; and Vocational Education Administration resource materials. (MN)

ED 220 632 CE 033 519

Nevo, Dana Wiese, Dorene

Self-Development for Native American Adults.

Chicago City Colleges, IL. Truman Coll.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-Jul 82
Contract-R-20-42-C-2111-213
Note-121p.; Parts of this document may not reproduce well due to light type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, Alcoholism, *American Indians, Behavioral Objectives, Career Exploration, *Decision Making, Drug Abuse, Failure, Individual Needs, Instructional Materials, Learning Activities, Motivation, *Self Actualization, *Self Concept, Skill Development, Success, Transfer of Training, *Values, Values Clarification
Identifiers-*Goal Setting, Maslows Hierarchy of Needs, *Stress Management

This instructional package consists of activity guides, materials, and background information on selected areas pertinent to the self-development of a native American Indian participant group. Covered in its six units are the following topics: self-image and success (motivation and success, personal discovery, tools and assessment instruments, transferable skills and life exploration, and exploring success and failure); values; decision making; goal setting; substance abuse; and stress management. Each unit contains: a topic overview; objectives addressed; background information; suggested activities; and, in many cases, supplemental activity handouts, references, and additional sources of information. (MN)

ED 220 731 CG 016 033

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.

J W K International Corp., Annandale, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-1 Oct 80
Contract-400-78-0067
Note-85p.; For related documents, see CG 016 032, CG 016 384-385, and ED 187 002. Best copy available.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Discipline Policy, Educational Innovation, Educational Objectives, *Nontraditional Education, *Program Effectiveness, Racial Factors, *School Counseling, Secondary Education, Secondary School Students, Student Problems, Student School Relationship, *Suspension
Identifiers-*Impact Studies, *In School Suspension

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This third volume presents research material and instruments used in the second phase of the study, including a brief survey that replaced the initial interviews and the actual survey discussion guides that were targeted to the building principal, program staff, and participating students. The materials also contain instructions for sampling procedures, and completing the student record review form and data record sheets along with the program description questionnaire instrument. (JAC)

ED 220 899 CS 503 954

Johnson, J. David

Conceptual Approaches to the Study of Small Group Interaction.

Pub Date-Apr 80
Note-48p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Research, Concept Formation, *Group Dynamics, Interaction, *Models, *Research Methodology, Research Needs, *Research Problems, *Speech Communication
Identifiers-*Social Interaction

Noting that social interaction theory has long been characterized by a plethora of divergent research studies in search of an organizing paradigm, and that a common failing of most social interaction research has been its focus on process or change in relationships, the first part of this paper specifies the major limiting, or boundary, conditions of social interaction. The second part of the paper discusses the six elements said to constitute the domain of social interaction: content, interpretation, emotions, transference, selection, and relationships. The third part of the paper explicates the major interrelationships among the elements within the domain of social interaction. This perspective is used in the last part of the paper to examine three middle range approaches to social interaction: relational communication, rules, and sequences. The paper concludes by suggesting that without an organizing paradigm, social interaction research will continue to be a field characterized by much activity, but also by a very halting and erratic development of conceptual understandings of the phenomenon which should be its focus of inquiry. (HOD)

ED 220 956 EA 014 940

Kanzaki, George Akaki

A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa.

Pub Date-80

Note-226p.; Ph.D. Dissertation, University of Iowa.

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8114271; academic price: $10.00 microform, $17.50 paper; orders must be prepaid).

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Correlation, *Costs, Distance, Elementary Secondary Education, Models, School Buses, *School District Spending, State Surveys, *Student Transportation

Identifiers-*Iowa, Replication, State Aid Formulas

To develop and test a model for both describing and predicting Iowa school districts' pupil transportation costs, the author first tested the generalizability of a 1980 study by McAvoy of 37 Iowa districts and then identified independent variables that would explain Iowa pupil transportation costs. Data were gathered on all 447 Iowa districts for the 1978-79 school year. Statistical analysis allowed the 1980 study to be replicated using the statewide data; the results indicated that the earlier study's findings that essential elements in a state transportation aid formula should be the total number of pupils transported and the total number of miles traveled could be generalized to the entire state. Further analysis identified a third independent variable, the total number of buses in a district's fleet. Testing of 367 mathematical manipulations of these three variables revealed one standard unit of measure that correlated most highly with total pupil transportation costs. The standard unit consists of the square root of the sum of two variables (miles and buses), multiplied by the square root of the number of pupils. A linear regression equation based on this unit explains 93 percent of the variance in pupil transportation costs. (Author/RW)

ED 220 995 EC 150 016

Diep, Barbara J. Welsh, Phil

Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.

Charles County Public Schools, La Plata, Md.

Pub Date-30 Nov 81

Note-163p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Career Awareness, *Career Education, Career Exploration, *Disabilities, *Program Descriptions, Program Evaluation, Secondary Education, Work Study Programs

Identifiers-Experience Based Career Education, Maryland (Charles County), *Project CAST

The final report of the 3 year Project CAST (an Appalachia Educational Laboratory adaptation of the Experience Based Career Education Model) in Charles County, Maryland, reviews accomplishments in the areas of student appraisal, individual educational programming (IEP), joint coordination and continuing education, and dissemination and replication. The program provides approximately 422 handicapped high school students with a 4 year program stressing the following areas: (1) career awareness, in which students survey the variety of occupations available through such learning experiences as field trips and guest speakers; (2) career exploration, in which students research occupations of interest; (3) career investigation, during which students are provided with job sampling experiences; and (4) on-the-job training/work study in the community. Accomplishments from October 1, 1978, through March 1980, are summarized and include selection of the student assessment battery; application of the procedure for IEP annual review to 177 students; implementation of a week long summer inservice training session for project staff and others; dissemination of project brochures to employers, resource people, and educators; and development of project products such as teaching guides and an assessment resource handbook. Third year (March 1980 through August 1981) accomplishments reported include continuation of assessment and IEP development and review with more students, completion of the Assessment Resource Handbook, development of a new instrument, The Career Knowledge and Preference Information Sheets,'' regional replication activities, and completion of a Project CAST handbook. The final section addresses continuation plans funded by the local Board of Education. Appended are the second year assessment battery, the sample Career Knowledge and Preference Information Sheets,'' the site analysis/resource development forms, replication forms, and the final evaluation report. The evaluation report covers student outcomes, community outcomes, impact assessment, and process objectives. Questionnaires for community persons, resource persons, parents, and students are appended to the evaluation report. (DB)

ED 221 013 EC 150 037

Freilinger, J. Joseph, Ed. And Others
Iowa's Severity Rating Scales for Communication Disabilities. Preschool, Ages 2-5 Years.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Pub Date-82
Note-47p.; For related document, see ED 159 863.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Rating Scales, *Communication Disorders, Evaluation Methods, *Handicap Identification, Preschool Education, Student Evaluation
Identifiers-*Iowa Severity Rating Scales

The Iowa Severity Rating Scales are designed to provide general guidelines which may be used as a part of the clinical speech and language program to obtain uniform identification of preschool children with communication disabilities. Section 1 contains definitions, an explanation of the severity classification (a 5 point scale ranging from 0 for normal to 4 or 4 for disorder), and a brief description of the severity rating scales. Section 2 consists of the severity rating scales common to all ages in the areas of attending skills, fluency, voice, and environmental factors. Sections 3 and 4 offer severity rating scales for the 4 to 5 and 3 to 4 year old child respectively and cover the areas of receptive language, expressive language, and articulation. Sections 5 and 6 offer rating scales in expressive language for the 2.5 to 3 year old and 2 to 2.5 year old child. Scales for each area list the characteristics necessary to obtain each rating between 0 and 5. It is explained that a rating in excess of 4 can be achieved if the child displays problems in more than one parameter. For example, if a child receives a rating of 4 (disorder) in articulation and a 3 (deviation) in language, there would be a possible total rating of 7 indicating a higher priority for service. (SW)

ED 221 033 FL 013 122

Duron, Susan

Data Collection and Language Assessment Policy.

Pub Date-82
Note-9p.; In: Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
Available from-Not available separately; see FL 013 112.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Bilingual Education, *Bilingual Education Programs, Bilingual Students, *Data Collection, Demography, Elementary Education, *Evaluation Methods, Language Proficiency, *Language Tests
Identifiers-*Illinois

This paper deals with the history and practices of the language assessment policy being used by the state of Illinois' transitional bilingual education programs serving over 42,000 students. The first section of the paper treats the history of bilingual program evaluation efforts. It divides the discussion into three periods, prior to 1976, from 1976 to 1979, and current activities and special projects. Part two deals with Illinois' uniform data collection procedures, which provide the framework for the longitudinal studies that began with the first annual Program Summary and Evaluation Report'' in 1980. The components of these procedures are the public school bilingual census, program application, student cumulative record, and the annual student report. The final section of the paper outlines the information that was obtained as a result of the data collection and language assessment policy. These findings derived from questions related to issues such as transition and exit rates, program participation information and student identification information, and analysis of achievement as a measure of program exit. A discussion of several language proficiency testing instruments completes the paper. (Author/AMH)

ED 220 613 CE 033 454

Grengg, Dolores A., Ed. Thompson, Mary B., Ed.

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jan 82

Note-42p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Qualifications, Adult Education, Affirmative Action, Change Strategies, Females, *Leadership, Leadership Qualities, Males, *Minority Groups, *Promotion (Occupational), Racial Bias, *Racial Discrimination, School Districts, Sex Bias, *Sex Discrimination, Sexual Harassment, Social Attitudes, State Programs, *Vocational Education

Identifiers-*Wisconsin

These proceedings consist of a summary of the presentations, recommendations, and outcomes of a conference held to assist minority women and men and nonminority women achieve leadership positions in Wisconsin's vocational, technical, and adult education (VTAE) system. Following a brief introduction and copy of the conference agenda, summaries are provided of the following presentations: Knowledge is Power: Critical Information Every Aspiring Leader Should Know,'' by Dr. Frank Samuels; Critical Administrative Skills What Are They? How Do You Gain and Demonstrate Them?,'' by Elizabeth Rosandick; Social/Role Dynamics of Leadership,'' by Eloise Anderson-Addison; Identifying and Overcoming Barriers Created by Racism and Sexism,'' by Helen Barnhill; Leadership Opportunities in VTAE,'' by Christine Nickel; and Racial and Sexual Harassment,'' by Richard Harris, et al. Barriers to upward mobility in the VTAE system (in areas such as current job status, self-image, current skills, local affirmative action procedures, training opportunities, and hiring practices) are identified, and recommendations are made for removing these barriers by actions on the individual, district, and state levels. A tabulation of conference participant evaluations of the conference concludes the proceedings. (MN)

ED 220 687 CE 033 742

Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.

Joint Economic Committee, Washington, D.C.
Pub Date-3 Feb 82
Note-140p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, Affirmative Action, *Economic Status, *Employed Women, Employer Attitudes, Employment Opportunities, Employment Programs, *Equal Opportunities (Jobs), Federal Aid, *Females, Hearings, Males, Poverty, Sex Bias, *Sex Discrimination, Sex Fairness, Unemployment, Wages
Identifiers-Congress 97th

This document is a transcript of a Congressional hearing on the economic status of women held by the Joint Economic Committee on February 3, 1982. Witnesses who testified at the hearing included Representatives Reuss, Richmond, Heckler, Wylie and Schroeder, Senators Jepsen and Kassenbaum, and a number of women active in women's equality programs. Witnesses focused their discussions largely on two of the problems that confront women today: the inequities faced by women in the labor market and the inability of low-income women to escape poverty and dependence on welfare. Witnesses testified that women's progress in the labor market has been slow, with more than two-thirds of women earning less than $10,000 per year; even for college graduate women, the median was only about 60 percent of the median wage for men. These gaps cannot be explained by differences in skills or productivity, said the witnesses, but have much more to do with occupational patterns, the concentration of women in clerical service and other low-wage jobs and the inability of women living in poverty to find regular employment, even at low wages. Witnesses at the hearing also protested the Reagan administration's proposals for cuts in government programs, which would hit hardest at women and their children: for example, cuts in welfare benefits for women who cannot find any kind of work, and cuts in day-care funding that would make it impossible for mothers of children to work. Reforms were also proposed in the Internal Revenue code to change the income tax filing requirements relating to returns of married couples, and a women's bill of rights was introduced. (KC)

ED 220 712 CE 033 808

Runge, Lillian

Temperature, Pulse, and Respiration. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-38p.; For related document see CE 033 809. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Heart Rate, Individualized Instruction, Learning Activities, Learning Modules, *Medical Services, Patients, Postsecondary Education, Secondary Education, Self Evaluation (Individuals), *Temperature

Identifiers-*Respiration

This learning activity package on temperature, pulse, and respiration is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: temperature, thermometers, taking the temperature, pulse, taking the pulse, respiration, and counting the respirations. (YLB)

ED 220 778 CG 016 185

Ibrahim, Farah A. Thompson, Donald L.

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date-31 Aug 81

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attitude Measures, Competency Based Education, Counselor Attitudes, *Counselor Role, *Counselor Training, *Curriculum Development, Higher Education, Models, *Needs Assessment, Occupational Surveys, Parent Attitudes, Role Perception, *School Counselors, Secondary Education

The role of the school counselor as defined by counselors and counselor educators is not always consistent with the role expectations held by students, parents, and administrators. Two research studies were conducted to develop a model curriculum for the preparation of secondary school counselors. The first was a national survey of school counselor education program curricula to develop a profile of a typical secondary counselor. The second was a Connecticut-based needs assessment survey of various constituents regarding their perception of the counselor role. Among the recommendations of the first study was a need for competency-based counselor education. Results of the second study emphasized the importance that parents and administrators place on counseling tasks. A model curriculum was developed from the survey results, including a 13-course core curriculum and 16 elective courses, four of which would be required to complete a master's degree. The appendices contain 15 data analyses tables of the survey results along with the actual survey instruments. (JAC)

ED 220 819 CS 006 811

Eagan, Ruth L.

Reading and Comprehension.

Pub Date-Aug 82
Note-18p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cloze Procedure, Educational Change, Elementary Education, Integrated Activities, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Methods, *Word Study Skills

For years, reading teachers in the schools have emphasized word identification skills and believed that reading is comprised of a set of subskills that a child must master before he or she can learn to read. To teach a child to read, however, instruction must focus on comprehension. Therefore, word attack skills should be taught in conjunction with comprehension and applied in a meaningful context. When teaching reading, comprehension teachers should talk about the passage first, exploring with children how the events are related, how the author structured the story, and the words the author used to indicate relationships. The teacher can show the relationship of ideas and how sentences interrelate by taking a story and rewriting it a line at a time. Each line would be presented to the children with opportunity for discussion. Teachers can also show children that context helps one to predict much more than would the initial letter of a word or its length. In this way teachers can teach children how to use mental strategies to help them read unknown words. The use of cloze procedure and the avoidance of the use of worksheets are other helpful teaching strategies. Teachers can make reading easy by making sure that activities and materials presented to students are meaningful, by helping them to read, by giving them opportunity to engage in meaningful reading, by reading to them and with them, and by not interfering with the learning to read process by confronting the students with nonsense. (HOD)

ED 220 937 EA 014 859

Frankel, Steven M.

Evaluating an Instructional System in Mathematics.

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Computer Managed Instruction, Elementary Secondary Education, Evaluation Methods, *Evaluation Needs, *Instructional Systems, Mathematics Instruction, *Program Evaluation

Identifiers-Montgomery County Public Schools MD

Many issues were raised in the course of developing a process for evaluating the computer-supported instructional system in mathematics implemented in the Montgomery County (Maryland) Public Schools. This document discusses a representative selection of these issues, addressing individually each of the three major components of the instructional system. Issues confronted in evaluating the curriculum component included (1) the effects of the system on individualization of instruction, academically engaged time, achievement test scores, and scores on locally developed criterion-referenced tests; (2) the organization and presentation of the curriculum; (3) the nature of the resources required to support the system; and (4) the impact on subsequent learning by students who completed the program. Evaluation of the assessment component involved determining the technical adequacy of assessment instruments, the efficiency with which feedback was provided to teachers and students, and the cost effectiveness of the assessment system. Issues considered in evaluating the reporting component included determining who used the information provided, whether the data were more timely and of higher quality than that available under other systems, and whether the capabilities of the reporting system were being fully exploited. (Author/PGD)

ED 221 054 FL 013 190

Knop, Constance K.

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.-WSDPI-2348

Pub Date-Jan 82

Note-103p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Audiovisual Aids, Cultural Background, Cultural Traits, *Educational Needs, Elementary Secondary Education, *Hispanic American Culture, Hispanic Americans, Lesson Plans, *Limited English Speaking, *Mexican Americans, Needs Assessment, Orientation Materials, *Puerto Ricans

Identifiers-Wisconsin

A training manual was developed to acquaint teachers and administrators with the history and culture of Mexican Americans and Puerto Ricans in Wisconsin so that they can better meet the educational needs of their limited English proficient students. This manual is one of three such manuals intended for use with allied audiovisual materials. Historical attempts to meet the needs of bilingual students in Wisconsin and the United States are reviewed, and aspects of different types of educational programs for minority students in Wisconsin are outlined. Information is provided on such topics as the history of Hispanics in the Midwest, language use and attitudes, cultural identity, Mexican migration to Milwaukee, Mexican family structure and values, Puerto Rican migration, and educational needs of Puerto Rican students. Videotapes and suggested readings concerning aspects of Hispanic culture and approaches to teaching English to Hispanic students are listed. (RW)

ED 221 074 HE 015 094

Hoy, John C., Ed. Bernstein, Melvin H., Ed.
New England's Vital Resource: The Labor Force.

American Council on Education, Washington, D.C.; New England Board of Higher Education, Wellesley, Mass.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Calvin K. Kazanjian Economics Foundation, Wilton, Conn.; Kellogg Foundation, Battle Creek, Mich.
Pub Date-82
Note-163p.; Developed from papers presented at a manpower policy conference of the Commission on Higher Education and the New England Economy (Cambridge, MA, May 15, 1981). The second book of a trilogy based on the Commission's work.
Available from-New England Board of Higher Education, 9 School Street, Wenham, MA 01984 ($12.00).
Pub Type- Collected Works - General (020) - Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Graduates, Declining Enrollment, *Economic Development, Economic Factors, *Education Work Relationship, *Employment Patterns, Engineering, Geographic Regions, *Higher Education, *Labor Force Development, Labor Supply, Liberal Arts, Population Trends, Productivity, Relevance (Education), Technical Education, *Technological Advancement
Identifiers-*New England

A collection of analyses and projections is presented that explores the challenges posed by a rapidly evolving economy and the critical issue of manpower policy facing New England and the nation. New England was able to move from traditional industry to high technology because its colleges and universities supplied basic research and trained personnel. It is claimed that there is little coordination between industries forecasting labor force demand and colleges with knowledge of labor force supply. It is advocated that curricula be developed that are responsive to forseeable changes in the marketplace. Five developments that are negatively affecting New England's manpower pool are noted: the size of the 35-44-year-old age group limits prospects for upward job mobility; the rising costs of private colleges are causing native-born students to go outside the region in search of lower cost, high quality public higher education; New England colleges and universities confront a shrinking population base from which to draw; the job entry level age group of 15-24-year-olds is shrinking; and population growth in Massachusetts, Connecticut, and Rhode Island continues to decline. Positive factors that may boost the regional economy are also addressed. Chapters and authors are as follows: Fine-Tuning New England's Labor Force'' (Melvin H. Bernstein); Manpower Strategies for New England's High Technology Sector'' (Peter B. Doeringer, Patricia Pannell); Demographic Influences on New England's Labor Force'' (George Masnick); A Quality Labor Supply'' (Lynn E. Browne); Liberal Learning and Technology'' (John C. Hoy); Engineering and Technological Education in New England'' (Joan H. Grebe); commentaries by Lynn E. Browne and Suzanne Lorant, and questions and answers. (SW)

ED 221 105 HE 015 437

Sollie, Carlton R. Howell, Frank M.

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.

Southern Rural Development Center, Mississippi State, Miss.

Spons Agency-Department of Agriculture, Washington, D.C. Science and Education Administration.

Pub Date-Dec 81

Note-46p.

Available from-Southern Rural Development Center, Box 5406, Mississippi State University, Mississippi State, MS 39762 ($2.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, City Government, *College Role, Community Change, Cooperative Programs, Data Collection, Decision Making, Delivery Systems, *Government School Relationship, Higher Education, Information Utilization, Institutional Cooperation, Interdisciplinary Approach, *Linking Agents, Problem Solving, Program Evaluation, *Research Skills, *School Community Relationship, State Government, Statistical Analysis, *Technical Assistance, Technical Writing

Identifiers-*Public Service

The public service role of universities and components of a knowledge transfer model are considered, and two case histories of university response to public client systems are presented. In addition, the community services office is described as one strategy for a university desiring to improve its public service role. It is suggested that the transfer of knowledge in various ways to community decision-makers and other users is a major facet of the public service role of universities. Linkages that connect knowledge producers and knowledge users in mutually beneficial ways and the development of continuing interactions between producers and users are seen as important components of a knowledge transfer model. For the first case study, the client system was a state agency that needed survey research skills and university capabilities including knowledge of basic evaluation research design and methods, design of survey instrumentation, experience in data collection techniques, statistical analysis methods, survey research data processing and computation facilities, technical and policy report writing skills, and a high quality manuscript and printing operation. In the second case study the client system was a small city that needed knowledge and expertise from several disciplines for assistance in problem definition and identification of alternative solutions for community improvement. The two case studies illustrate the ability of a university to respond to different kinds of client system needs. A community service office could serve as a knowledge transfer and service delivery model with two main functions: an in-house information exchanging process within the university, and a linking function. Institutionalization of partnership arrangements is seen as a very important part of the overall process. (SW)

ED 220 651 CE 033 549

Sullivan, Sharon L.

Student Vocational Organizations. Inservice Instructional Unit IIG.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Jul 80

Note-50p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Techniques, Educational Resources, *Inservice Teacher Education, Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, *Student Organizations, *Student Participation, Transparencies, Units of Study, *Vocational Education, Workshops

Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on student vocational organizations contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans contain names and addresses of national vocational organizations as well as purposes for each and suggestions for implementing their programs in the vocational classroom. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 670 CE 033 605

Evans, Rupert N. And Others

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-31-42-D-0132-166

Note-106p.; For related documents see ED 203 119 and CE 033 523.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Development, *Educational Research, *Evaluation, Information Dissemination, Information Utilization, Models, Program Improvement, Responsibility, Staff Role, *Vocational Education

Identifiers-Illinois, *Impact, *Impact Evaluation Model

This document contains an impact assessment system for vocational education research and development personnel to determine whether resources spent for funded projects improved the programs. It is divided into four sections. Section 1 presents an introduction to the concept of impact, dissemination, and the impact assessment design. In section 2 are presented three designs for assessing impact: one for assessing the short term impact of research and development projects, the second for assessing the long-term impact of research and development projects, and the third for assessing program impact. For each design, these areas are described: purpose, scope, key questions, information sources and methods of collecting, procedure, audience of results, format of result reporting, and management plan. Section 3 describes roles and responsibilities of the Illinois Research and Development Section staff and the independent impact assessor(s). It also describes alternatives for who might assume the role of the independent impact assessor. Section 4 provides possible uses of short term and long term impact assessment data and is organized by the questions identified in the impact assessment design. Appendixes include alternative approaches to the establishment of research and development programs and a sample program specific impact survey. (YLB)

ED 220 755 CG 016 161

Johnston, Lloyd D. And Others

Highlights from Student Drug Use in America, 1975-1981.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency-National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.

Report No.-DHHS-ADM-82-1208

Pub Date-81

Grant-3-R01-DA-01411

Note-127p.; For related documents, see ED 160 969 and ED 206 958.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Drug Abuse, *Drug Use, *High School Seniors, Peer Influence, Secondary Education, Sex Differences, Social Cognition, State of the Art Reviews, *Student Attitudes, *Student Behavior, Trend Analysis, *Youth Problems

This report presents findings from a national research and reporting program dealing with drug use and related attitudes of high school seniors. The major topics focus on the current prevalence of drug use among students and trends in drug use since 1975. Also reported are data on the school for first usage, trends in use at earlier grade levels, the intensity of drug use, attitudes among seniors about drug use, and their perceptions of certain aspects of the social environment. Statistics are presented for 11 separate classes of drugs. Findings related to alcohol and smoking are also included, with a particular emphasis on the higher frequency levels of drug use. (JAC)

ED 220 800 CS 006 789

Eldridge, Roger G., Jr.

Children's Insights into Reading Instruction An Ethnography.

Pub Date-Jun 82

Note-24p.; Paper presented at the Reading Symposium on Factors Related to Reading Performance'' (Milwaukee, WI, June 10-11, 1982).

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Environment, Content Area Reading, Intermediate Grades, *Reading Instruction, Reading Research, *Reading Skills, Reading Teachers, *Student Behavior, *Student Characteristics, Student Teacher Relationship

A study was conducted to examine and describe the cultural knowledge, ideas, beliefs, and actions of children in a classroom as they acquire and apply reading skills. Subjects, 26 fourth and fifth graders and their teacher in one elementary classroom, were observed during reading and social studies instruction over a period of 4 months and were also interviewed by the researcher. Two open-ended questions were addressed: (1) What overt behaviors did the children engage in while working on reading activities? and (2) What do children verbalize about their individual perspectives of reading, reading instruction, and the application of reading skills in a content area, social studies? The children's perspectives were grouped into three distinct categories based on their knowledge, understanding, and ability to read as demonstrated in the classroom. Six appliers'' identified reading skills, defined or described the content of the identified skills, used reading skills to participate in reading group discussions, and independently applied the skills when reading for pleasure. Seventeen tacit appliers'' applied reading skills but were incapable of describing those skills. Three nonappliers'' could neither identify nor use reading skills. All the children in the classroom did observe each other in terms of reading ability and established criteria for each other similar to the teacher's. These results imply that a classroom of children should be considered as a specific number of distinct individuals and not as a whole group for instructional purposes. (JL)

ED 220 879 CS 503 915

Gruner, Charles R.

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''

Pub Date-29 Aug 82

Note-11p.; Paper presented at the Annual Meeting of the International Conference on Humor (3rd, Washington, DC, August 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiences, Communication Research, *Credibility, Higher Education, *Humor, *Public Speaking, Speech Communication, Speeches, Speech Skills, Textbook Research

Identifiers-Audience Response, *Ethos Level, *Self Disparaging Humor

A study was conducted to determine the effects of mildly self-disparaging humor on audiences' perceptions when it is used by speakers perceived to be of differing credibility (ethos) levels. Responses by 27 students who were potential subjects of the experiment were used to construct a credibility scale. The most credible speaker, a university psychologist, and the speaker of average credibility, a high school senior intending to major in pscyhology, were the ostensible speakers used in the study. A speech used in an earlier experiment was modified to yield four different conditions: (1) high ethos/humor, (2) low ethos/humor, (3) high ethos/no humor, and (4) low ethos/no humor. Subjects, students in a speech course, were told that the speeches were designed to enlighten students about majoring in psychology and had been broadcast on the radio in Atlanta. Approximately 25 useable responses resulted for each condition. Subjects rated the speeches according to measures included to reinforce the study's cover story,'' as well as on James C. McCroskey's differential ethos scale and Holly Stocking and Dolf Zillman's seven-step scales. Results indicated that the ethos manipulation worked only for the authoritativeness'' factor and that the hypothesis that speakers using mildly self-disparaging humor would be rated higher on sense of humor'' and wittiness'' regardless of ethos level was correct. There was no interaction between humor and ethos. Although not significant, character and honesty scores did favor humorous speakers, indicating that text book writers' advice to use such humor is sound. (JL)

ED 220 918 EA 014 835

Hershfield, Allan E.

Developing Technology to Enhance the Educational Process.

Pub Date-81
Note-15p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Conventional Instruction, Educational Change, *Educational Technology, Elementary Secondary Education, *Instructional Materials, *Material Development, Nontraditional Education, Postsecondary Education, Teacher Attitudes, Teacher Role
Identifiers-*Course Development

American schools and universities are using an educational process that was originally developed before the introduction of movable type. Despite recurrent predictions that education was about to be revolutionized by the many developments in communications technology that have occurred since Gutenberg's day, groups of students still cluster around a single instructor who poses questions and assesses student responses. Such an educational model requires the existence of those rare teachers who maintain up-to-date expertise in their subject areas and are able to structure and deliver course content in ways that not only pass on information but encourage independent and creative thinking by students as well. Current course development processes inhibit the development of approaches as comprehensive as those that appropriate use of the new technology would require. Barriers to developing new technology-based courses include the substantial costs involved, the displacement of faculty members, the reduction of direct student-teacher contact, distrust of the adherents of different new technologies, and faculty training and prejudices that encourage maintenance of the status quo. This document concludes by recommending policies and practices for encouraging the development and use of instructional technology, particularly at the university level. (Author/PGD)

ED 220 633 CE 033 523

Evans, Rupert N. And Others

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-31-42-D-0132-166

Note-63p.; For related documents see ED 203 119 and CE 033 605.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Case Studies, *Educational Development, *Educational Research, *Evaluation, Models, Program Development, *Program Improvement, *Vocational Education

Identifiers-Illinois, *Impact, *Impact Evaluation Model

A four-phased project developed an impact assessment system for vocational education research and development personnel to indicate whether the resources spent for funded projects improved the programs identified by the research and development system. During Phase I, procedures were identified and developed for complying with the impact requirement of Public Law 94-482. A major activity focused on analyzing two programs of related research and development projects using a case study approach. These case study efforts were continued during Phase II. Other activities included two other case studies, a field study, and development of a model for an impact assessment system. Phase III activities reviewed, further conceptualized and refined the system proposed in Phase II. The impact assessment system was refined and completed for subsequent operation in Phase IV. Recommendations were made based on the refined impact assessment system, including system implementation and changes in statements of impact. Following an 11-page narrative, a paper, A Review and Analysis of Fiscal Year 1982 Continuation Proposals' Statements of Impact,'' is appended. It describes a study to determine whether changes in guidelines for submitting proposals were effective in helping proposal writers improve statements of impact. (YLB)

ED 220 732 CG 016 137

Arndt, Nancy Y.

Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman.

Pub Date-Mar 82

Note-20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attribution Theory, *Battered Women, Comparative Analysis, Factor Analysis, Family Problems, *Interpersonal Relationship, *Labeling (of Persons), *Marital Instability, *Personality Assessment, *Psychological Characteristics

Identifiers-*Family Violence

A review of the literature reveals that several common characteristics are used to describe battered women, e.g., low self-esteem, passive, guilty, depressed, dependent. To test the accuracy of these descriptions, the 16 PF Personality Inventory was administered to 30 battered women. Analyses confirmed that abused women exhibited significantly different scores from the average American woman, although not necessarily on the predicted factors suggested by the literature. The hypothesis that abused women would tend to be somewhat less warm, more emotionally sensitive, suspicious, anxious and guilt-prone than non-battered women was supported. The results indicated that these abused women tended to be of higher intelligence and less rule-bound than average. These women were higher in ego-strength, dominance, and self-sufficiency than expected. The findings suggest that extrapsychic factors need to be considered when describing battered women. (JAC)

ED 220 840 CS 207 152

Farrell, Edmund J.

Teaching, Testing, and Technology: English in the Eighties.

Pub Date-Oct 82
Note-22p.; Paper presented at the Meeting of the Michigan Council of Teachers of English (East Lansing, MI, October 29-31, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Educational Cooperation, Educational Improvement, Educational Practices, *Educational Trends, *English Instruction, Futures (of Society), Microcomputers, *Teaching Conditions

Despite its educational centrality, teaching cannot be as positive and effective a force as it might and should be unless a number of conditions prevail. Foremost is that teachers be given greater voice in curricular decisions. Teaching must receive stronger financial support and greater respect from the public if the profession is to attract and hold academically competent teachers. The industrial model of education, which fails to accommodate either individual differences among learners or the continuing revolution in telecommunications, must also be altered. The Back-to-Basics movement and minimum competency testing, which have reduced English from a rich and complex subject to one concerned with promoting low-level skills of reading and editing, must be tempered. Evidence also suggests that teachers have done little in English classes to help students exert dominion over nonprint media. As computers play an increasing role in education, programs to enlist the aid of national, state, and local governments and private business in coordinating information develop, but it is time to ask about the computer's particular significance to English instruction. The potential for better software programs exists, but even if high quality programs were available, there is no guarantee that schools would have equal access to them. There remains the problem of how best to educate teachers to operate microcomputers and use them effectively in classrooms. Rather than replacing teachers, the computer could liberate them to do the teaching that they alone can do. (HTH)

ED 220 860 CS 207 193

Goswami, Dixie And Others

Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.

American Institutes for Research, Washington, D.C.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Nov 81

Contract-400-78-0043

Note-262p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Course Descriptions, Course Organization, Higher Education, Revision (Written Composition), *Teaching Methods, *Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers-*Advanced Composition, Audience Awareness, *Document Design Project

Intended for teachers of an advanced undergraduate composition course for majors in any of the liberal arts, social sciences, humanities, or business, this manual offers an outline, instructional materials, and some suggested assignments. Emphasis is placed on the process of composing, particularly the ways students should write for different audiences and different purposes. The course also stresses the crucial relationships among critical reading, clear thinking, and effective writing. Students are expected to write and review a variety of documents and also to practice related skills, including finding and analyzing audiences outside the classroom and conducting an empirical evaluation of a document. The course material, which can be covered in one semester or in one quarter, moves the students in a cyclical pattern through the same process at three different levels: first, they move step-by-step through the composing model; then they apply the model to actual documents that they rewrite; and then they create documents, gathering information, determining need, and moving through the process to evaluation and final draft. Chapters in the book follow the steps of the composing process and discuss such topics as the composing process model, planning, organizing, writing clearly, using design well, reviewing/revising/editing, and evaluating documents. Appendixes include a suggested syllabus, an example of a redesigned form, and exercises for writing clearly. (HOD)

ED 220 900 CS 503 955

Hausman, John
The Prison Press.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-461
Pub Date-Aug 82
Note-7p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators, *Censorship, *Correctional Institutions, *Court Litigation, *Freedom of Speech, *Journalism, Newspapers, Prisoners

The prison press in the United States operates under varying degrees of First Amendment freedom. Court decisions have been varied, and have not resolved whether convicts can produce or receive publications without censorship by prison officials. Until about 1970, censorship of the prison press was rarely challenged. Most newspapers and magazines produced by inmates were innocuous house organs behind bars.'' But in the early 1970s, perhaps as a result of prison revolts or of general social upheaval, some inmate editors grew bolder and some administrators more tolerant. Until that time the courts had maintained a centuries-old traditional hands-off'' attitude toward prisons, but then lower courts ruled that two prison papers that had been shut down could continue publishing under certain provisions and that inmates could receive outside publications through the mail. The Supreme Court later ruled in the Martinez case that prison officials could censor mail only if they showed that not to do so would hurt prison security or rehabilitation of inmates. This ruling left a gate open for a series of lawsuits aimed at defining inmates' First Amendment rights. The Court must now develop an analytical framework to guide lower federal courts when prisoners' First Amendment speech rights are at issue. The Supreme Court should adopt the Martinez test in other litigation. In the meantime, inmates' First Amendment rights continue to vary from prison to prison. (HTH)

ED 220 976 EA 014 973

Swadener, Marc

Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report.

Colorado Univ., Boulder. Center for Educational Leadership Services.
Pub Date-Sep 80
Note-21p.; For a related document, see EA 014 972.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Enrollment Projections, *Enrollment Trends, *Population Trends, School Statistics, *Statistical Analysis
Identifiers-*Colorado, *Colorado (Adams County), Counties

An analysis of population and public school enrollment trends in Colorado counties from 1960 to 1979 is described in this report, and simplified methods for projecting future enrollments on the basis of the historical data are provided. Population and enrollment trend data for Adams County are included in the document as examples of the data developed during the study, but similar data for the other Colorado counties must be obtained separately. The information provided in the five tables on Adams County includes census figures and estimates of population for the years analyzed, fall school enrollment figures, and percentages of annual change in these data; fall grade level enrollments as percentages of total school enrollment; numbers that can be used as multipliers to figure the relationships between each grade level and the next lower level during any given year; and numbers that can be used as multipliers to figure enrollment change as cohorts move from one grade level to the next in succeeding years. (PGD)

ED 221 014 EC 150 038

Kentucky Guidelines for Gifted Education. Revised.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date-May 82
Note-82p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Check Lists, Definitions, Elementary Secondary Education, *Gifted, Models, Records (Forms), Special Programs, Staff Development, State Federal Aid, *State Programs, *State Standards, Talent, *Talent Identification, Testing

The document presents Kentucky Department of Education guidelines for developing programs to meet the needs of gifted students. The educational philosophy states that educational programs for the gifted should be designed so they are significantly different from those provided in the regular classroom. Gifted students are defined as those who have demonstrated achievement or potential ablity in intellectual and/or academic areas, in creativity, and/or in the visual and performing arts. Among program guidelines are that the program must include specific identification and selection procedures, instructional resources in the gifted program should be used to accommodate the differences in student abilities and interests, and the school district must provide adequate ongoing staff development and training for the gifted education coordinator and teachers selected to implement the program. Identification of gifted students for the state funded gifted education program must include the use of multiple criteria such as tests and measurements (standardized or observable), demonstrated or potential abilities as determined by qualified individuals, and other valid means (e.g., school records and nominations). Responsibilities must be specified for the coordinator, teachers, and support services personnel. In evaluating gifted education programs, it is important to utilize subjective, naturalistic, and objective statistical data. The Education Department requires that each local district board of education receiving state monies adopt and record into the minutes a policy in support of district wide gifted education for grades 1 through 12. Budgetary considerations for state funding include that districts can identify no more than 5% of the total pupil enrollment in any grade served by the gifted program when applying for state funds. The appendix, which makes up more than half the document, contains An Identification Model'' by C. Tongue and C. Sperling. Suggested tests/instruments are listed; sample checklists are given; and other instruments, forms, and guidelines for screening, assessment, and placement are offered. (SW)

FL

ED 221 034 FL 013 123

Abe, Daniele Gremmo, Marie-Jose

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-31p.; In: Melanges Pedagogiques, 1981. p3-32.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Learning, *Behavior Modification, Educational Research, *French, *Independent Study, Learning Activities, Postsecondary Education, *Program Effectiveness, *Second Language Learning, Surveys

The functioning of the semi-autonomous learning system (SAAS) at the Centre de Recherches et d'Applications Pedagogiques en Langues (CRAPEL) was surveyed for the academic year 1980-81. Detailed data were collected about learners' aims, language level, and their assessment of the SAAS, as well as about the way they actually used the system. This part of the survey dealt with students' meetings with advisors, type of documents borrowed, and conversations with native speakers. The survey results are reported and a brief description of the self-directed learning program is given. The program is described as one that is open to all students registered at CRAPEL; its length depends on the choice of the individual registered in it. In interviews with a counsellor, the learner chooses his or her own texts and methods, and expresses the need for conversation with a native speaker. Analysis of the data revealed that 55% of the learners who stayed with the program for at least 3 months changed their learning methods to some extent. For example, the types of instructional material changed from structured to less structured as time went on, and gradually the number of interviews with counsellors decreased as conversations with native speakers increased. Further research is going to examine the reasons why 45% of the learners did not change their behavior with regard to learning styles. (Author/AMH)

Chando, Carl M., Ed.
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978).
National Academic Advising Association, Pomona, NJ.
Pub Date-Oct 78
Note-93p.
Available from-National Academic Advising Association, Stockton State College, Pomona, NJ 08240.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Advising, Adult Students, *Career Planning, College Freshmen, *College Students, Computer Oriented Programs, *Faculty Advisers, Higher Education, Innovation, Liberal Arts, Majors (Students), Peer Counseling, Professional Education, School Orientation, Small Colleges, State Universities, *Student Adjustment, *Student Development
Identifiers-Diversity (Student)

Summaries of papers from the 1978 National Conference on Academic Advising are presented. Among the 58 papers are the following: Faculty Advising as Faculty Development'' (Howard Kramer); Student Self-Assessment Systems and Academic Advising'' (John H. Clarke, Christopher Robles, Joanne Yphantis); Development and Utilization of a Peer Advising System'' (Sara Looney, David L. Anderson, Paul D. Andrews); A Centralized Academic Advising Delivery System for Small Private Liberal Arts Colleges'' (Michael C. Keller, Karen Stefanick, John Teusink); Integrating the Academic and Career Advising Process for Exploratory College Students'' (Virginia Gordon, Joe Weaver); A Diverse Approach in Advising for a Diverse Student Population'' (Anne M. Rice); New Student Orientation and Advising'' (John H. Borgard, Nancy Millner, Stephen Lenton); Basic Types of Academic Advisement'' (E. Bruce Potter, Donea L. Shane); Career Planning and Decision Making'' (Virginia Gordon, Walter W. Adams, John Argeropoulos); Cognitive Learning Styles: An Innovative Approach to Academic Advisement'' (Herbert Zagarow, Art Lundahl, Clyde Stearns); Strategies for Developing Academic Advisor Training Programs'' (June P. Blatt); Pre & Post Registration Advisement: A Shared Responsibility'' (Joseph Zielinski, Elizabeth Henry); Small College Advisement: Campus-Wide without a Center'' (Clifford B. Garrison, Harry M. Langley, Ronald L. Keller); Fear of Failure/Success in College'' (Mary Tate, Judith Atlee); Integrating Basic Skills Education and Freshman Advising'' (William T. Daly, Thomas Grites); Contracting for Advising Services''

(Robert E. Gardner); Twenty Years of Testing, Counseling and Advising at Penn State'' (James Kelly, H. W. Wall, Eric White, Linda Higginson, Edward Danis); and Student Evaluation of Academic Advisors'' (James T. Caldwell, Dan Wesley). (SW)

ED 220 577 CE 031 878

Smith, Arthur De W.

Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Pub Date-79

Note-10p.; Not available in paper copy due to small print in charts. For related documents see CE 031 876 and CE 031 879.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Building Trades, *Craft Workers, Educational Needs, Electrical Occupations, Equipment, Hand Tools, Industrial Arts, Job Analysis, *Job Skills, Machine Tools, Machinists, Mechanical Skills, Mechanics (Process), Metal Working, *Occupational Clusters, *Occupational Information, Secondary Education, *Skill Analysis, Skill Development, Technical Occupations, *Trade and Industrial Education, Transfer of Training, Vocational Education, Woodworking

The Generic Skills studies were designed to provide training specifications that will enable graduates of trades training programs to compete for job placement in a range of occupations rather than in a single occupation. The studies identified a number of trade families, classified on the basis of skills used in work performance, and also identified the skill requirements for each of the trade families. Skills were identified through a questionnaire that measured the use of 588 trade tools, including portable hand tools power hand tools, test and diagnostic tools, shop machinery and equipment, wheeled vehicles, heavy mobile equipment, and associated safety processes. The questionnaire was administered to 1600 tradespersons, trades supervisors, technicians, technologists, and trades helpers, to determine which skills are used in work performance. A total of 131 occupations, mostly craft trades, were involved in the survey. The data were tabulated by occupation and by skill to determine which skills belonged to which occupations and which skills were required in all or most of the occupations. Commonality factors were determined for each pair of occupations identified and were used to formulate trade families. Lists of skills common to trade families were made up for mechanics, machinists, metal workers, woodworkers, and construction workers. In addition, a list of core skills common to all occupations was generated. (KC)

ED 220 595 CE 033 256

Smith, Paula A.
The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
Oklahoma State Univ., Stillwater.
Spons Agency-Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.
Pub Date-Jun 82
Note-93p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Comparative Analysis, Employed Women, *Employment Patterns, *Females, Graduate Surveys, High School Graduates, *Males, *Nontraditional Occupations, Outcomes of Education, Secondary Education, Vocational Education, *Vocational Followup, *Wages
Identifiers-Oklahoma

A comparative followup technique was used to assess sex nontraditional vocational training efforts in Oklahoma during the 1978-79 and 1979-80 school years. The dropout behavior, labor force participation, unemployment, training related employment, and wages of sex nontraditional and sex traditional students were compared. Training and labor outcomes for nontraditional students were compared first with those outcomes for traditional students of the same sex and second with those for traditional students of the opposite sex. Findings indicated that females who pursued male traditional vocational training were not

achieving the level of labor market success of traditional students. Females in traditional male occupations earned significantly lower wages than males in those occupations, but they earned significantly higher wages than females in traditional occupations. Males in traditional female occupations earned significantly higher wages than females in those occupations, but they earned significantly lower wages than males in traditional occupations. The lower labor force participation rate and smaller ratio of work related to employment seemed to make aggressive recruitment of females for male traditional training ill-advised. Lack of an economic motive for encouraging male employment in traditional female occupations also made recruiting nontraditional males questionable. (Forty tables are included.) (YLB)

ED 220 713 CE 033 809

Runge, Lillian

Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-22p.; For related document see CE 033 808. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Heart Rate, Individualized Instruction, Instructional Materials, Learning Modules, *Medical Services, Patients, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides, *Temperature

Identifiers-*Respiration

This instructor's packet accompanies the learning activity package (LAP) on temperature, pulse, and respiration. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 779 CG 016 186

Franzoi, Stephen L.

Private Self-Consciousness as an Adaptation Strategy.

Spons Agency-California Univ., Davis.

Pub Date-10 Apr 82

Note-39p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Anxiety, College Students, Congruence (Psychology), Feedback, Higher Education, Interpersonal Competence, Personality Traits, *Self Concept, *Self Evaluation (Individuals), *Social Behavior, *Social Cognition

Identifiers-*Embarrassment, *Private Self Consciousness

Previous research has suggested that individuals will modify their self concepts in the direction of the feedback they receive from others. Based on the notion that private self-consciousness is a general strategy of adaptation in the social world, the self concepts of 80 persons representing 4 types of private self-consciousness and either investigated high or low private self-consciousness and either high or medium to low social anxiety. Subjects responded to self-report questionnaires and were evaluated by friends. The socially poised, low private self-conscious subjects had the most positive general self esteem and reported the least amount of imagined embarrassment in situations where they supposedly committed socially clumsy acts. The results indicate that, in general, the tendency of low private self-conscious individuals to avoid self-awareness helps them maintain self concepts that are discrepant with what significant others think of them. (Author/JAC)

ED 220 957 EA 014 941

Wood, Albert N.

A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80.

Pub Date-80
Note-254p.; Ph.D. Dissertation, University of Iowa.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8114318; academic price: $10.00 microform, $17.50 paper; orders must be prepaid).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Collective Bargaining, Elementary Secondary Education, *Fringe Benefits, Insurance, *Leaves of Absence, School Districts, State Surveys, Teacher Employment Benefits, *Teacher Salaries, Unions
Identifiers-*Iowa

Data from 66 Iowa school districts with collective bargaining and 66 without collective bargaining were compared to determine if they differed in teacher salaries, fringe benefits, or provisions for leaves of absence. The time period covered extended from 1975-76 school year, 1 year before collective bargaining started, to 1979-80, the fourth year of bargaining. All 132 districts had enrollments over 300, and the two groups were matched by size and expenditure per pupil. Salary differences were measured by mean salary increases for 10 salary steps, distinguished by academic degrees and years of teaching. The fringe benefits included health, dental, life, and disability insurance, while the leave provisions involved personal, emergency, sick, and bereavement leaves. Among the results of the study were that gains in fringe benefits, leave provisions, and most salary measures from 1975 to 1980 did not differ significantly between districts with and without bargaining. Teachers in bargaining districts received significantly higher gains only on two salary measures. The author concludes that it is too early to tell whether bargaining bestows advantages or disadvantages on teachers. (Author/RW)

ED 220 688 CE 033 743

Bell, Sharon E.

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.

Oak Ridge Associated Universities, Tenn.

Spons Agency-Department of Energy, Washington, D.C. Office of Energy Research.

Report No.-ORAU-204

Pub Date-Sep 82

Contract-DE-AC05-76OR00033

Note-182p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Bachelors Degrees, Coal, College Graduates, *Employment Patterns, *Energy, *Engineers, Fuels, *Graduate Surveys, Masters Degrees, Nuclear Energy, Occupational Mobility, Occupational Surveys, Scientific Personnel, *Scientists, Solar Radiation, *Vocational Followup

Identifiers-*Energy Occupations

Employment and professional activities of recent science and engineering graduates who described their work as energy-related were examined. The survey included graduates who received bachelor's or master's degrees between 1972 and 1979 and was conducted in 1976, 1978, 1979, and 1980. Data indicated that the number of graduates who reported working in energy-related activities grew by 70 percent from 33,000 to 56,000 between 1976 and 1980. This growth was concentrated in business and industry, with one-half or more of the engineers citing work activities that were production-oriented.'' Nearly one-third of the scientists cited exploration as their major activity. Almost half of the new scientists and engineers cited petroleum or natural gas as the focus of their professional work. In 1979 and 1980, coal-related industries employed one-fifth of the energy-related scientists and engineers. A shift from oil and natural gas toward coal and nuclear power could increase employment in this industry. Opportunities for nuclear engineers should continue to grow as new plants are brought on line. In 1979 and 1980, approximately one-sixth of the graduates devoted their time to solar and renewable energy sources. As federal funding is cut, the graduates might move to other projects. Following the 22-page narrative section, appendixes provide the nature and conduct of the survey discussed in the report and detailed results. Following this are 130 pages of tables. (YLB)

Tracey, Terence J. And Others
University of Maryland Origins of Publications in Student Personnel Journals.
Maryland Univ., College Park. Counseling Center.
Report No.-UM-CC-RR-2-82
Pub Date-82
Note-11p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Comparative Analysis, Counseling Services, Counselor Role, Faculty Development, Higher Education, Literature Reviews, *Professional Recognition, *Publications, Student Personnel Services, *Student Personnel Workers
Identifiers-*Faculty Publishing, *University of Maryland College Park

The existence of a formal body of literature is one of the defining characteristics of a profession, and publication of scholarly work in professional journals is an important component of professional identity. An examination of student personnel literature found that the University of Maryland at College Park (UMCP) ranked first in number of publications. A subsequent examination modified and extended that methodology to examine relative contributions within the faculty and staff at UMCP. Findings indicated that the counseling center was the most productive agency at UMCP for publications in the Student Personnel literature, producing more than three times the publications of any other department. The counseling center contributed more empirical studies, while the Counseling and Student Personnel Services Department tended to contribute more articles of a theoretical nature. The results suggest that the different service and academic orientations of the Counseling Center and the Counseling and Student Personnel Services Department may contribute to their different emphases in scholarly activity. (Author/JAC)

ED 220 820 CS 006 812

Brown, Ann L. Palincsar, Annemarie Sullivan

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date-Sep 82

Contract-400-76-0116

Grant-HD-05951; HD-06864

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Elementary Secondary Education, *Learning Disabilities, *Metacognition, *Reading Comprehension, *Reading Research, Self Control, Skill Development, *Training Methods

Using a definition of metacognition that distinguishes between knowledge about cognition and regulation of cognition, this paper discusses the role of metacognition in the identification and categorizing of students with learning problems. Following this discussion, the paper describes three types of cognitive skills training

studies blind, informed, and self-control and examines the issue of specificity of the skill being taught. The paper concludes with suggestions regarding desirable features of cognitive skills training programs. (Author/FL)

vonFeldt, James R.
A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf.
Pub Date-81
Note-15p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Audiology, *Computer Assisted Instruction, *Deafness, *Educational Technology, Educational Television, Individualized Instruction, Lipreading, Postsecondary Education, Speech Pathology, Technological Advancement, Videotape Recordings

Identifiers-*Digital And Video Interactive Device, Interactive Systems

The Digital And Video Interactive Device (DAVID) interactive system was developed at the National Technical Institute for the Deaf in the 1970s for the purpose of enhancing instruction in audiology and speech pathology for deaf students at the postsecondary level. The DAVID system incorporates a minicomputer with a disk drive, a videotape recorder and player with a built-in microcomputer, a video monitor, prepared videotapes, and a keyboard for student input. The system permits control of auditory stimuli, use of moving and colored images, rapid play and replay of stimuli, individualization of instruction, active student participation, and gathering of data from students. It is also portable and low in cost. This document discusses the components of the system, explains why videotape rather than videodisk technology was incorporated, and tells how the system was tested. Also described is a study currently testing the DAVID system's usefulness in evaluating speech-reading instructional strategies. (PGD)

ED 220 996 EC 150 017

McCarthy, Jeanne McRae
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
Arizona Univ., Tucson.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-30 Sep 80
Grant-G007901732
Note-365p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Behavior Change, Child Development, *Demonstration Programs, *Disabilities, Outreach Programs, Preschool Education, *Program Descriptions, Program Effectiveness, Teacher Education, *Teaching Skills
Identifiers-*Project First Chance

The final report of the first year (1979-1980) of Project First Chance Interactive Outreach Model Program reviews outreach activities and gives detailed information on child progress data from the model demonstration site serving 10 preschool handicapped children. Indicators of project impact are reported in the areas of product development and distribution, awareness, stimulating sites, training, and state involvement. Among indicators reported are visits to the demonstration site by 160 persons, development or revision of five products, training of 270 staff, improved service to 750 handicapped children, and incorporation into coursework of model components by 15 institutions of higher education. Charts detail project objectives, activities, and degree of accomplishment. The evaluation summary concludes that the objective of stimulating new improved service to young handicapped children was accomplished with great success in Texas and less success in Nebraska and Arizona. The section on evidence of effectiveness presents behavior change data for the 10 children at the demonstration site. It is reported that a total of 344 behaviors were gained by the 10 children during the 9 month program. Data are presented in a summary of behaviors mastered, an individual child summary, and a summary by developmental area. A large appendix includes such items as training schedules for outreach, an overview of the total process and critical components, directions for setting up the monitoring system, work sheets for monitoring individual programs, and suggestions for monitoring teacher behaviors. Also appended is a guide to determining the relationship between the child's behavior and the teacher's consequences, the ``Teaching Behavior Inventory,'' and a chart of teaching behavior characteristics. (DB)

ED 221 055 FL 013 191

Knop, Constance K.

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.-WSDPI-2295

Pub Date-Jan 82

Note-65p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American Indian Culture, *American Indians, Audiovisual Aids, *Cultural Background, Cultural Traits, *Educational Needs, Elementary Secondary Education, *Limited English Speaking, Orientation Materials

Identifiers-Menominee (Tribe), Oneida (Tribe), Wisconsin

A training manual was developed to acquaint teachers and administrators with the history, cultural background, and educational needs of Menominee and Oneida students in Wisconsin. This manual is one of three such manuals which are intended for use with allied audiovisual materials. Historical attempts to meet the needs of limited English proficient students in Wisconsin and the United States are reviewed, and aspects of different types of educational programs for minority students in Wisconsin are outlined. Following a discussion of the culture and educational needs of Menominee and Oneida students, brief essays are presented on such topics as stereotyping, the plight of the American Indian, and what not to teach about American Indians. The associated tapes and suggested readings are listed and described. (RW)

ED 220 614 CE 033 457

NATCON 1 Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Report No.-ISBN-0-662-12108-2

Pub Date-82

Note-149p.; Based on presentations made at the National Consultation on Employment Counselling Research (December 1-3, 1981) and the National Consultation on Vocational Counselling (January 26-28, 1982). For a related document see CE 033 458. Published in French under the title CONNAT 1.''

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Development, Career Change, *Career Counseling, *Career Development, *Career Planning, *Counseling Techniques, *Counseling Theories, Decision Making, Educational Research, Employment, *Employment Counselors, Literature Reviews

Identifiers-Canada

The first of a series of collections of papers, this volume consists of seven articles. Included in the volume are the following articles: New Directions for Employment Counselling,'' by Andre Paquin; Decision-Counselling Research and Practice: A New Start,'' by R. V. Peavy; Pragmatic Counselling: Working with Clients and Situations as They Actually Are,'' by R. V. Peavy; Career Development Processes and Interventions: A Prescription for the Guidance Machine,'' by David V. Tiedeman; Towards a Model of Career Adaptation: A Review of the Literature on Adult Development and Its Implications for Career Adaptation,'' by Heather Hopwood; The Identification of the Importance of Work,'' by M. Catherine Casserly; and Changing Global Scene and Its Implications for Planning Personal Futures,'' by Fred G. Thompson. (MN)

ED 220 652 CE 033 550

Moorman, Jerry W.

Vocational Education for the Handicapped. Inservice Instructional Unit IA.

Mississippi State Univ., Mississippi State.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Jul 80

Note-48p.; For related documents see CE 033 539-551 and CE 033 821.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Classroom Techniques, *Disabilities, Educational Resources, *Individualized Education Programs, *Inservice Teacher Education, Instructional Materials, Learning Activities, Lesson Plans, *Mainstreaming, Postsecondary Education, Secondary Education, Special Education, Transparencies, Units of Study, *Vocational Education, Workshops

Identifiers-Mississippi, Public Law 94 142

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on vocational education for the handicapped contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The three lesson plans cover the Education for All Handicapped Children Act (Public Law 94-142), problems and solutions of mainstreaming, and the Individualized Education Program (IEP). Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 671　　CE 033 608

Siegel, Irving H. Weinberg, Edgar

Labor-Management Cooperation: The American Experience.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.-ISBN-0-911558-98-5

Pub Date-82

Note-321p.

Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 $13.95 hardcover (ISBN 0-911558-99-3), $9.95 paperback (ISBN 0-911558-98-5); quantity discounts available .

Pub Type- Books (010) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Cooperation, *Cooperation, Economic Development, *Employer Employee Relationship, Federal Programs, Fringe Benefits, Futures (of Society), Government Role, Improvement, Incentives, Industry, *Labor Relations, Public Agencies

Identifiers-*Labor Management Cooperation, United States

This book examines the wide range of opportunities, the attendant problems, and the potential benefits of labor-management cooperation. Cooperative arrangements are considered at different economic levels, and 65 cases are discussed. The first of 10 chapters sets up a conceptual framework for the review of American experience in cooperation. Chapter 2 deals with national committees and commissions set up during and since World War I, with labor, business, and public representatives, to advise the president and Congress on major policy issues. In chapter 3 the focus is on industry-level joint labor-management committees for five industries steel, construction, retail food, railroads, and men's clothing. Chapter 4 describes 6 of 28 functioning community-wide labor-management committees. Chapters 5-8 concern cooperation at the company/intracompany level, including an historical perspective, joint programs aimed at improvement of company performance, programs oriented primarily toward employee welfare, and incentive programs (monetary and monetary supplements). In chapter 9 labor-management cooperation in public agencies (government) is examined. Chapter 10 looks to the future of labor-management cooperation. Appendixes include 28 documents relating to labor-management cooperation and a directory of major organizations assisting labor-management cooperative programs. (YLB)

ED 220 714 CE 033 810

Lee, Carolyn

Using the Metric System in Health Careers. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-47p.; For related document see CE 033 811. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, *Measurement, *Metric System, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

This learning activity package on using the metric system is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: metric system history, metric system rules, metric system tools, and measuring volume, mass, length, and temperature. (YLB)

ED 220 733 CG 016 138

Gill, Stephen Joel Taylor, Simone Himbeault
Professional Disclosure, Consumerism, and Counselor Preparation.
Pub Date-Mar 82
Note-8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Attitude Change, Attitude Measures, *Consumer Protection, *Counseling Effectiveness, Counselor Certification, *Counselor Client Relationship, Counselor Qualifications, Counselors, *Expectation, *Participant Satisfaction
Identifiers-*Professional Disclosure

Professional disclosure in counseling is the process of informing clients about the services being provided and the persons providing those services. It includes the issues of client expectation, accountability and consumerism and counselor credentialing. The effects of a professional disclosure statement on client expectations, behavior, and satisfaction were studied by assigning university counseling center clients to read a professional disclosure statement, general statement, or no statement before counseling. Clients who read the professional disclosure statement tended to: (1) be more likely to change their expectations of counseling; (2) have a better understanding of the counseling process; (3) have more realistic expectations; and (4) report greater satisfaction with the counseling outcome. The findings suggest that professional disclosure as an instrument of information and accountability appears to have face validity. (JAC)

ED 220 801 CS 006 790

McMillen, Leland A. Sloan, Charles A.

Teachers' Attitudes toward Reading and Their Students' Reading Habits.

Pub Date- 80

Note-12p.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Elementary Education, *Environmental Influences, *Habit Formation, Negative Attitudes, *Reading Attitudes, Reading Habits, Reading Interests, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Influence

It is difficult to single out a primary factor leading to the establishment of one's attitude toward reading, but environment, particularly the home, probably provides the greatest influence. Because teachers influence students, they have the potential for influencing students' attitudes toward reading. Whether teachers are seen as readers or nonreaders, their attitudes toward reading, and their attitudes toward the students themselves will influence students' reading habits and attitudes. In order to carefully assess their students' attitudes and interests toward reading, teachers should utilize structured observation and interviews; be cautious about judging students because of their sex, reading achievement, home background, or natural origin; remember that their relationship with students is vitally important; read extensively to the students; and encourage students to undertake free reading in their areas of interest. (JL)

ED 220 841 CS 207 153

Blake, Robert W.

Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.

Pub Date- 82
Note-13p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Drama, Higher Education, Integrated Activities, *Playwriting, Secondary Education, Short Stories, *Teaching Methods, *Writing Exercises, *Writing Instruction, *Writing Processes
Identifiers-Collier (John), Thus I Refute Beelzy

Having students adapt a play from a strongly dramatic short story through the composing process is a natural and powerful way to integrate the language arts. Using dramatic activities in the classroom naturally leads to two kinds of language activities: receptive (listening and observing), and active (discussing, reading, writing, and presenting). The short story Thus I Refute Beelzy'' by John Collier is most suitable for conversion into a one-act play. Before rewriting the story, students need to think about the several levels of meaning in the story and to be aware of elements of fantasy and the conflict between science (rationality) and intuition (irrationality). After reading the story, students can answer carefully structured questions in guided or small group discussions. Small groups then discuss proposed changes in the story, outline the new sequence of events, select students to take the parts of the characters, and role play the new scenes. The students are then ready to convert the narrative into drama. To help the students get started, the teacher might ask them to pay attention to considerations such as setting, changing description to dialogue, or turning various scenes into one setting. Once the students have finished their plays, they may present their finished products to an audience of other students. Having adapted a short story to a play, they will be ready and able to create their own dramatic or narrative works. (HTH)

Greenstreet, Robert Hoover, Debra L.
Cognitive Modification in the Small College.
Pub Date-Nov 82
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Communication Apprehension, *Communication Problems, *Communication Research, Higher Education, Negative Attitudes, *Speech Communication, Speech Instruction
Identifiers-*Cognitive Modification

Aided by her advisor, a communication apprehensive college senior majoring in speech communication at a small rural college developed a project designed to help herself and other apprehensives through cognitive modification. Six students enrolled in a speech communication course who were classified as communication apprehensive by the Personal Report of Communication Apprehension (PRCA) participated in the project to its conclusion. In the first session of the project, they generated negative self statements. In the next three sessions they analyzed and evaluated these statements and developed their abilities to cognitively evaluate and classify their self statements. Next they began developing coping statements to substitute for their previous negative self statements. After the final session, each student retook the PRCA and evaluated his or her experiences with the project. The results of the PRCA indicated substantial improvement over all. Students also perceived the project favorably. Although the student who initiated the project did not improve on the PRCA, her presentations after the project did not reflect apprehensive behavior. Although this was not a formal study, its results demonstrate the usefulness of such an inexpensive program for the small rural college. (JL)

ED 220 901 CS 503 957

von Raffler-Engel, Walburga

The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show.

Pub Date-Aug 82

Note-31p.; Paper presented at the Annual Meeting of the World Congress of Sociology (10th, Mexico City, Mexico, August 16-21, 1982). Contains photographs that may not reproduce clearly.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Body Language, Commercial Television, Communication Research, *Communication Skills, *Interaction, *Interaction Process Analysis, *Nonverbal Communication, *Programing (Broadcast), Verbal Communication

Identifiers-*Donahue (Phil), Talk Shows

A study of randomly selected Donahue'' shows revealed how host Phil Donahue interacts with several parties at one time and how he subordinates various interactions to suit the hierarchy of importance he attributes to each party, with the television viewer being the most important. Donahue organizes his body movement mainly for television viewers. Even when talking with his visitors, the studio audience, and the telephone callers, he faces and leans toward the viewers and uses compensating head and trunk twisting movements to maintain contact with them. Donahue's face is quite expressive, and he is particularly adept at raising his eyebrows and maintaining eye contact. He gesticulates with an almost Latin frequency, but the range and direction of his movements are within the Anglo tradition. He is also an expert at shrugging his shoulders, pointing, and waving. He uses the way he holds the microphone as a turn taking signal for his audience, and he is quite skillful in his use of proxemics to increase intimacy with one party while maintaining contact with another. He runs to his visitors and guests, comes close but does not invade their private space, rarely touches women (a slight tap on the shoulder), and never touches men. He generally dresses in a light blue suit, but does not make any use of clothing or ornaments. (Actual photos of Donahue in action accompany the paper.) (JL)

ED 220 919 EA 014 836

Weingarten, Fred W.

Educational Technology The Congressional Perspective.

Pub Date-81

Note-6p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Educational Policy, *Educational Technology, Elementary Secondary Education, Federal Government, Formative Evaluation, Futures (of Society), *Government Role, Information Science, Policy Formation, Public Policy, Research Reports, *Technological Advancement

Identifiers-Office of Technology Assessment

The Office of Technology Assessment, an agency of the United States Congress, has been asked to prepare a report on information technology and education. The purpose of the study is to examine current trends in information technology, assess what those trends have to offer the educational process, determine how they are likely to be used, and explore the potential federal role in the developing situation. The study has four main goals: (1) to assess existing federal interests and roles in education that may be affected by the new technology; (2) to determine the opportunities for and barriers to use of the new technology in schools (involving considerations such as lack of support for training and purchasing at the local level, and possible social effects of using the new technology); (3) to determine how public schools will be affected by the adoption of new technology by agencies that have recently developed educational programs (industry, museums, libraries, public television stations, and home computer manufacturers); and (4) to determine what Congress wishes to accomplish and what policy levers exist to achieve those ends. (Author/PGD)

ED 220 977 EA 014 977

Annual School-Based Program Budget. 1982-83 Planning and Budgeting for Educational Management. Prototype.

Duval County Schools, Jacksonville, Fla.

Pub Date-82

Note-57p.; Figure 1 and some attachments will not reproduce, due to small print of original document.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annual Reports, *Budgets, Cost Estimates, Educational Improvement, *Educational Planning, Elementary Secondary Education, Models, *Program Budgeting, Program Evaluation, Records (Forms), School Based Management

Identifiers-*School Based Budgeting

The Duval County (Florida) Public Schools have developed a 14-step model for planning and developing school-based program budgets. The steps include (1) developing a projected basic operating budget, (2) performing a needs assessment, (3) developing plans for annual school instructional improvement, (4) ranking needs and improvement plans for the coming budget year, (5) determining costs of the plans, (6) correlating cost requirements with total allocation, (7) finalizing an initial school-based budget, (8) documenting plans for instructional improvement, (9) reviewing the plans (performed by assistant superintendents), (10) finalizing the school-based budget, (11) developing evaluation designs for the improvement plans, (12) developing an evaluation report on the plans at the end of the year, (13) recycling and updating the budget and the plans, and (14) developing an annual school report. This document describes the model and provides a prototype of the model in action using data'' from a fictitious typical'' school. A variety of report forms presenting the fictional data are included as illustrative examples. (Author/PGD)

ED 221 106 HE 015 438

Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981).

American Association of State Colleges and Universities, Washington, D.C.

Report No.-ISBN-0-88044-061-9

Pub Date-82

Note-105p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrators, Awards, *College Administration, College Presidents, *Decision Making, Foreign Countries, *Government School Relationship, Higher Education, International Relations, *Leadership Qualities, *Professional Associations, State Colleges, State Universities

Identifiers-Brazil

The theme of the 21st annual meeting of the American Association of State Colleges and Universities (AASCU) was consideration of the missions of member institutions and the leadership required to execute them. Through institutional visions, the creative process of education takes place, and the hard decisions of higher education leaders help ensure that the visions are fulfilled. Papers include: Visions and Revisions'' (keynote, Leon Stein); The Administration Program for Higher Education'' (Terrell Bell); Visions...Decisions...and Real Leadership'' (Reatha Clark King); Partners Still!'' (spouses' session, Marguerite Walker Connally); The Decision to Lead'' (Mary Jean Pew); An Overview of Brazil's Development and of U.S./Brazilian Relations'' (Antonio F. Azeredo da Silveira); Federal Relations in a Changed Environment'' (E. K. Fretwell, Jr.); Presentation Address for the G. Theodore Mitau Award (Glenn S. Dumke); reports of the AASCU president and treasurer; report on the Council on Postsecondary Accreditation; and report on the Office for the Advancement of Public Negro Colleges. Also included are the associations' resolutions and officers' election notes, and a tribute to, presentation to, and acceptance remarks by Merze Tate, recipient of the Distinguished Alumnus Award. (MSE)

ED 220 634 CE 033 528

Kelly, Michael G. And Others

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.

Waubonsee Community Coll., Sugar Grove, Ill.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jul 82

Contract-R-32-32-J-2106-407

Note-239p.; Staff resumes were removed from the appendix to preserve confidentiality. Some appended materials may not reproduce clearly. For a related document see ED 212 844.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Bilingual Education, Community Colleges, *English (Second Language), Instructional Materials, Language of Instruction, *Limited English Speaking, *Machine Tool Operators, Program Effectiveness, *Second Language Instruction, Two Year Colleges, *Vocational Education

Identifiers-Waubonsee Community College IL

A project was conducted to develop and compare two vocational education programs a bilingual instructional model and an English core language instructional model for limited English proficient (LEP) students in vocational education at Waubonsee Community College (Illinois). During the project, information and referral services and support services to more than 100 LEP students were provided; inservice workshops concerning the problems of LEP students were presented for Waubonsee personnel and the community; and inservice and preservice training for planning and implementing vocational training for LEP students were offered to administrators and vocational and language instructors in Illinois. The major accomplishments of the LEP project were in the areas of materials development. Instructional materials for students and instructors in machine shop fundamentals and a secretarial science instructor's manual in vocational English as a second language were developed. A comparison of the bilingual and non-bilingual English core language instructional models were implemented during the project. The project demonstrated that with support services, courses in vocational English as a second language and appropriate English core vocational curricula and materials both helped limited English proficient students succeed. The project concluded that a high priority be placed on English language skills in all vocational courses. The materials developed by the project are expected to be used by more than 150 community colleges. (KC)

ED 220 757 CG 016 163

Knight, G. Diane Sedlacek, William E.

Religious Orientation and the Concepts of God Held by University Students.

Maryland Univ., College Park. Counseling Center.

Report No.-UM-CC-RR-7-81

Pub Date-81

Note-9p.; Best copy available. For related document, see CG 016 164.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, *Beliefs, *College Freshmen, Higher Education, Religious Differences, *Religious Factors, Social Cognition, *Student Attitudes, *Student Characteristics, *Values

Identifiers-*God (Concept)

A renewed interest in traditional religious beliefs and values has been noted on college campuses. As part of a series on the role of religion in the lives of university students and to assess student beliefs about the nature of God and determine the way in which such beliefs were held, 254 college freshmen were surveyed. Students were categorized into one of four religious orientations: (1) extrinsic, in which religion is subordinated to self-needs; (2) intrinsic, in which religious attitudes help to determine behavior; (3) indiscriminately pro-religious, in which religion serves an all-encompassing role in meeting self-needs; and (4) indiscriminately anti-religious in which religion is rejected. Most students endorsed traditional concepts of God. Students classified as intrinsic in religious orientation were more traditional than students classified as extrinsic in religious orientation and did not believe that a person had only his/her own resources to call upon for assistance. Many students classified as indiscriminately anti-religious believed in a personal God or Supreme Being. More anti-religious students (22%) than those classified in other orientations believed that a person has only his/her own resources to call on. More students classified as extrinsic believed in spiritual forces outside of the individuals, although most affirmed traditional concepts. (Author/JAC)

ED 220 780 CG 016 187

Rossi, Susan R. Rossi, Joseph S.
Perception of Women in Magazine Advertising.
Pub Date-Apr 81
Note-17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, Attitude Measures, College Students, Higher Education, Periodicals, *Sex Bias, *Sex Differences, *Sex Stereotypes, *Social Cognition, *Student Attitudes

Advertising research has indicated that a high degree of sexism toward women occurs in magazine and television advertising. However, the design of such marketing studies is different from the designs typically used in most psychological research. An experimental approach was used for a study in which 137 college students rated 10 control and 10 sexist'' target magazine advertisements for appeal and perceived sexism and completed the Attitudes toward Women Scale (AWS). Females found target ads to be more sexist than males, although both sexes rated target ads as much more sexist than control ads. There were no sex differences in ratings of the appeal of control ads. Females rated target ads as less appealing than control ads. High sexism ratings of the target ads were associated with low appeal ratings. Additionally, females displayed more liberal attitudes on the AWS than did males. The findings suggest that social desirability factors may have influenced ratings on the AWS and sexism scale, but not the appeal ratings. (Author/JAC)

ED 220 821 CS 006 813

Kendall, Janet Ross Mason, Jana M.

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 82
Contract-400-76-0116
Note-19p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, Elementary Education, *Metacognition, Prior Learning, *Reading Comprehension, *Reading Instruction, Reading Research, *Teacher Role, *Teaching Methods
Identifiers-*Reading Strategies

Much of the current work in reading comprehension features the idea that reading for meaning involves metacognitive activity of comprehension monitoring, which entails keeping track of the success with which one's comprehension is proceeding, ensuring that the process continues smoothly, and taking remedial action if necessary. The resurgence of interest in the topic of reasoning or thinking reflects a paradigm shift in the field of learning psychology. Thus, although metacognition is not a new field of study, the new concepts and methods used in current research should eventually have a greater impact on education than earlier work on the same topic did. There is now sufficient evidence from studies of children that less able readers are not particularly adept at monitoring their understanding of what they listen to or read. Research has shown that approaches teachers can use to improve these children's metacognitive strategies include (1) providing instructions to predict outcomes that require a reader's active involvement and constructive thinking, (2) encouraging children to integrate their prior knowledge with story content, and (3) training students to monitor their understanding by asking themselves questions as they read. Teachers should be cautioned, however, that an overt demonstration of an understanding of metacognitive skills is unnecessary. Rather, the teacher should model good questions, provide examples of strategies students might use, and provide many opportunities to apply the strategies to various types of reading materials. (HOD)

ED 220 861 CS 207 194

Edwards, Bruce L., Jr.

Rhetoric, Alchemy and Heuristic Procedures: Some Epistemological Questions.

Pub Date-Mar 82

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Epistemology, Higher Education, Literary Criticism, Models, Rhetoric, *Writing Processes

Identifiers-*Heuristics

Although composition theorists have rejected the alchemy'' of the traditional, impressionistic, unscientific view of composition as product in favor of a process oriented approach, they have as yet failed to reach a consensus about the epistemological bases that undergird this shift. An examination of parallel developments in literary theory and of their effects on composition theory reveals that composition theorists are faced with two emerging epistemological alternatives: an epistemic view of the composing act or a heuristic one. The epistemic view embraces a relativistic stance that rejects a mimetic view of discourse and liberates the rhetor from constraints of an overbearing objective reality.'' Rejecting empirical and rationalistic science, this paradigm remystifies the composing act, replacing the old compostion alchemy with a new one that denies the possibility of discovering truth. In place of epistemic relativism, a heuristic view offers a self-confessed but controlled subjectivism that has truth as its goal while denying to know absolute truth self-evidently. Symptomatic of our current epistemological problem, tagmemics, the best developed composition heuristic, is avoided precisely because it acknowledges the complexity of reality and takes seriously its inquiry into it; nevertheless, such a heuristic view is needed to reinvigorate the teaching of writing and to keep the writing act meaningful in a technological society. (JL)

ED 220 958 EA 014 943

Hord, Shirley M. Thurber, John C.

Implications for Research: Preparing Principals for Leadership Roles.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Figure 1 may reproduce poorly due to small print of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Elementary Secondary Education, Intervention, *Leadership Training, *Management Development, Models, *Principals, Research Utilization, Teacher Administrator Relationship, Teacher Improvement, Workshops

Identifiers-*Concerns Based Adoption Model

Recent research has shown that, to exercise more effective leadership, principals need to match their behaviors with the appropriate needs and concerns of teachers. Concepts and tools from work done by the Research on Concerns-Based Adoption Project at the Austin campus of the University of Texas were employed to provide principals in the Palm Beach County (Florida) Schools with the understanding and skills that the role of instructional leadership demands. This paper first describes the concepts and tools derived from field-based research and selected for principals' use in enhancing leadership; it then describes the leadership program of inservice education for administrators, reports the techniques and strategies employed in developing principals' skills in utilizing the new concepts and tools, and provides a brief discussion of the implications of developing leadership skills. (Author/MLF)

ED 221 015 FL 012 663

Clark, Raymond C. Dayley, Jon P.

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-79
Contract-ACTION/PC-78-043-1037
Note-119p.; For related documents, see FL 012 664-665.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Techniques, *Creoles, Drills (Practice), Lesson Plans, Postsecondary Education, *Second Language Instruction, *Teaching Methods, Uncommonly Taught Languages
Identifiers-*Belize, Peace Corps

This teacher's handbook is designed for native speakers of Belizean Creole who teach their own language to American Peace Corps volunteers. The handbook is one of a four-part set which also includes a communication and culture workbook, a grammar workbook, and a glossary, all of which should be used together to teach students to communicate in Creole. Thirty teaching techniques are described, each of which corresponds to a lesson in one of the workbooks. Among the techniques described are dialog, recitation, drama, drills, question and answer, and exercises. Also noted are general suggestions for creating a good classroom atmosphere. Specific guidelines for each lesson in the workbooks are provided along with a discussion of each book in the Belizean Creole series. (RW)

ED 221 035 FL 013 124

Cabut, Helene And Others

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-17p.; In: Melanges Pedagogiques, 1981. p33-46.

Language-French

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, *Communicative Competence (Languages), *French, *Intensive Language Courses, *Languages for Special Purposes, Listening Skills, Postsecondary Education, *Scientific Literacy, *Second Language Instruction

Identifiers-*Note Taking

The situation of foreign students arriving in Paris with no knowledge of French 3 months prior to their enrollment in science and engineering courses gave the impetus for the development of a set of exercises designed to train these students in the listening and writing skills they would need for their courses. Exercises were devised based on discursive analyses of video-taped lectures. These exercises are designed to help learners determine the problems of didactic discourse and find solutions to them. Learning objectives include not only understanding lectures and reading handouts, but also taking notes, asking questions during classes, and writing reports. In addition to specific training in the four language skills, video-taped simulations have been organized reproducing situations the students will have to face. These include: (1) note-taking from lectures and from blackboard diagrams and explanations; (2) reproducing a plan from a slide and annotating it from the lecturer's commentary; (3) writing down definitions; and (4) summing up reasoning processes, especially their logical sequences and structures. After students have learned to understand the major elements of oral discourse, training and exercises are provided in understanding the role of connectives, an essential element in the comprehension of scientific lectures. (Author/AMH)

ED 221 075 HE 015 136

Brown, W. Rex

A Report of Selected Residential Continuing Education Centers in the United States.

University of Central Florida, Orlando.

Pub Date-30 Nov 80

Note-108p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Education, Adult Students, Case Studies, Conferences, *Continuing Education Centers, *Dining Facilities, Facilities, Financial Support, *Food Service, Higher Education, *Housing, Institutional Autonomy, *Operating Expenses, Program Costs, School Surveys, State Universities

Identifiers-Appalachian State University NC, California State Polytechnic University Pomona, Georgia Southern College, Michigan State University, Texas A and M University, University of Arkansas, University of Chicago IL, University of Delaware, University of Georgia, University of Houston TX, University of Nebraska, University of Notre Dame IN, Utah State University, Virginia Polytechnic Inst and State Univ

General information is presented concerning residential continuing education centers affiliated with public institutions of higher education. Attention was directed to those universities considered self-contained with full-service facilities, including conference facilities, housing accommodations, and food services. Based on the latest documents available, it was found that there are 40 non-residential centers and 68 residential centers in operation. Of the total 108 centers, 5 were listed as operated by the U.S. Civil Service Commission Bureau of Training. It was difficult to identify those universities with self-contained facilities. Data are also presented concerning fiscal operations, use of centers by adult groups, and regulations governing centers. Telephone interviews with administrators in the field indicated that the active support of the chief executive officer coupled with a close and friendly association with benefactors were contributing factors in gaining initial financing. Interviews and empirical information indicated continuing education centers were generally successful financially. When housing accommodations were added, there was an expectation of breaking even and in some cases an anticipation of profit. It was in the area of food services that losses were reported except where profits from the sale of alcoholic beverages could take up part of the slack; profits from housing were frequently used to offset losses incurred by food services. There was no consensus concerning classifications or groups of adult learners utilizing continuing education centers. Information is presented on the origin of residential continuing education centers for 14 universities and colleges. (SW)

Chando, Carl M., Ed.

Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979).

National Academic Advising Association, Pomona, NJ.

Pub Date-Oct 79

Note-109p.

Available from-National Academic Advising Association, Stockton State College, Pomona, NJ 08240.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Advising, Academic Persistence, Budgets, Career Change, *Career Planning, College Freshmen, *College Students, Educationally Disadvantaged, *Faculty Advisers, Higher Education, High Risk Students, Majors (Students), Models, Peer Counseling, Professional Education, School Holding Power, Small Colleges, State Colleges, Student Adjustment, *Student Development, Student Role

Proceedings of the 1979 National Conference on Academic Advising are presented. Contents include the keynote address, papers, and panel discussions. The 61 papers and authors include the following: Some Recent Discoveries in Vocational Assistance'' (John Holland); Specific Responses to High Risk Students at a State College'' (Linda Syrell, David King); Peer Advising at Three Diverse Educational Institutions'' (Herbert R. Ellison, Eugene Kane, William H. Kelly); Confrontation Management: What Advisors Need to Know'' (James E. Hendricks, E. Michael Walsh); Career Advising The Program at Huron College'' (Al Panerio, Cyndy Chaney); Assessment and Advisement: An Individualized Course Approach to Academic Advising'' (William Young, Charlie Mitchell); Addressing the Major Issues Involving Advising at a State University'' (Vernon Williams, John Benson, Tom Bestul, Delivee Wright, Lawrence Bundy); Academic Advising A Model for Professionals'' (Ray C. McClure); An Assessment of Faculty Academic Advisor Training Programs at the Christian College Consortium Colleges'' (Ronald L. Keller); An Advising Center Which Includes the Pre-Health Professions'' (Bettie Dale, Phoebe Samelson, Miriam Milleret); Academic Advising on a Shoestring Budget'' (Machree Ward); A Method of Evaluating Advisors in Tenure Track Positions'' (Michael E. McCauley, Dale Jones); Advising Model for Mid-Life Career Change'' (Michael Millea, Bernadette Skobjak); Promoting Persistence through Freshman Advising'' (Dennis D. Embry); Academic Advising with Medical Students: A Program Description'' (Ray M. Conroe, John W. McConnell, Sharon B. Satterfield); The Role of Faculty Advisor in Retention of the Academically Underprepared Student'' (Marilyn Jody, Raymond Ledford). (SW)

ED 220 578 CE 031 879

Smith, Arthur De W.
Generic Skills. Keys to Job Performance.
Canadian Commission of Employment and Immigration, Ottawa (Ontario).
Report No.-ISBN-0-662-10232-0
Pub Date-79
Contract-38434-8-G136
Note-24p.; For Related documents see CE 031 876 and CE 031 878.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning, Administrators, Architecture, Clerical Occupations, Communication Skills, Craft Workers, Educational Needs, Engineering, Farmers, Health Personnel, Interpersonal Competence, Job Analysis, *Job Skills, Language Skills, Machinists, Manufacturing, Mathematical Concepts, *Occupational Clusters, *Occupational Information, Reading Skills, Repair, Sales Occupations, Sciences, Secondary Education, Service Occupations, Skill Analysis, Skill Development, Technical Occupations, *Trade and Industrial Education, *Transfer of Training, Transportation, Vocational Education
Identifiers-Canada

The generic skills studies in Canada have as their objectives the formulation of generic skills, the identification of their uses for certain occupational groups, and the preparation of specifications for instructional modules in an attempt to provide greater flexibility to workers, employers, and vocational training programs. Another objective of the studies is to determine skill transferability between occupations. Types of generic skills examined include academic skills, reasoning skills, interpersonal skills, manipulative skills, and science skills. Workers have been surveyed in 49 occupations; supervisors have been surveyed in 28 occupations. Occupational families surveyed include clerical and administration; technology, architecture and engineering; medicine and health; sales; service; machining and related occupations; fabricating assembly and repair; construction; motor transport; and farmers. Data from these surveys have been gathered into charts of generic skills in communications, mathematics, science, and reasoning according to occupational groups such as writing on forms, memos, and technical reports for each of the occupational families. Core clusters and non-core skills for these occupations were also discerned and listed, and chart of generic skill transferability between occupational families was created. (KC)

ED 220 596 CE 033 284

Jobs: Finding and Keeping Private Industry Council of Lehigh Valley, Inc., Allentown, PA.

Pub Date- 82

Note-36p.; Spanish title appears on p. 17. Also sponsored by the National Alliances of Business, Lehigh Valley Metro.

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adults, Career Education, *Employer Employee Relationship, *Employment Interviews, Employment Potential, Employment Qualifications, *Job Application, *Job Search Methods, Peer Relationship, *Persistence, Vocational Interests

Identifiers-*Resumes

This document consists of the English and Spanish versions of a booklet to aid individuals in finding and keeping jobs for which they are best suited. Topics covered include analyzing personal requirements (abilities, interests), where to look for jobs, letters of application, resumes, application forms, employment interviews, and job keeping techniques (relationships with supervisors and co-workers). Guidelines and samples are provided, and a job contact and interview log is appended. Career Capsules found at the bottom of each page briefly describe various occupations. (YLB)

ED 220 615 CE 033 458

NATCON 2 Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Report No.-ISBN-0-662-12109-0

Pub Date-82

Note-173p.; Based on presentations made at the National Consultation on Employment Counselling Research (December 1-3, 1981) and the National Consultation on Vocational Counselling (January 26-28, 1982). For a related document see CE 033 457. Published in French under the title CONNAT 2.''

Pub Type- Collected Works - Proceedings (021) - Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Career Counseling, *Career Guidance, Community Colleges, Community Involvement, *Counseling Techniques, *Counseling Theories, Counselor Training, Daily Living Skills, *Employment Counselors, Evaluation, Guidelines, Job Analysis, Labor Needs, Models, Occupational Tests, Planning, Problem Solving, Secondary Education, Social Services, Student Personnel Services, Testing, Two Year Colleges

Identifiers-Canada, Time Use Data

The second of a series of collections of papers, this volume consists of 13 articles. Included in the volume are the following articles: The Problem Solving Models in CECs: Potential Applications and Potential Problems A Technical Report,'' by Donald Melnychuk; Time Use Measurement A Potential Tool for Manpower Planning,'' by Andrew S. Harvey; Social Services and Career Counselling,'' by Elizabeth McTavish; Routes to Community Interaction,'' by Bill Law; The Distinctive Contribution of Vocational Guidance,'' by William C.

Bingham; Research in the Development of the Assessment Component of Employment Counselling,'' by Philip J. Patsula; Status of Student Personnel Services in New Brunswick Community Colleges,'' by Richard Harvey; Life Skills Management A Draft Guideline for Secondary Schools in Ontario,'' by Dorothy McPhedran; Preparing Vocational Counsellors,'' by Bryan Hiebert; The Third Wave in Test Evolution,'' by J. A. Gordon Booth, and Occupational Research Problems of Occupational Analysis and Classification,'' by Margaret Roberts. (MN)

ED 220 689 CE 033 776

Biondo, Ron And Others

Core II Materials for Rural Agricultural Programs. Units A-D.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-Jun 82
Contract-R-33-32-D-0542-388
Note-343p.; Not available in paper copy due to colored pages in original. For related documents see ED 208 148-153 and CE 033 777.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, *Agricultural Occupations, Agricultural Production, *Animal Husbandry, Behavioral Objectives, *Farm Management, Guidelines, Instructional Materials, Leadership Training, Learning Activities, *Livestock, *Rural Education, Secondary Education, *Supervised Farm Practice, Vocational Education
Identifiers-Future Farmers of America

This curriculum guide includes teaching packets for 21 problem areas to be included in a core curriculum for 10th-grade students enrolled in a rural agricultural program. Covered in the four units included in this volume are orientation to agricultural occupations (orientation to vocational agricultural course and developing effective study habits); leadership and citizenship (participation in activities of the Future Farmers of America); supervised occupational experience (summarizing and analyzing records and estimating income and expenses for crop and livestock projects); and livestock science (advanced feeding and caring for livestock, providing housing and equipment for livestock, and judging meat and livestock products). Each problem-area packet includes some or all of the following components: suggestions to the teacher, teacher's guide, information sheet, student worksheets or assignment sheets and key, demonstrations, job sheets, transparencies, discussion guide for transparencies, and sample test questions and teacher's key. (MN)

ED 220 715 CE 033 811

Lee, Carolyn

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-82
Note-21p.; For related document see CE 033 810. For other documents in the series see CE 033 788-811.
Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Individualized Instruction, Instructional Materials, Learning Modules, *Measurement, *Metric System, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on using the metric system. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, an additional resources list, a word game (handout), and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 734 CG 016 139

Student Advisement Guide: An Implementation of the Teacher/Advisor Program.

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

Pub Date-82

Note-31p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Counseling Objectives, *Counseling Techniques, *Counselor Teacher Cooperation, Group Counseling, Peer Relationship, Pupil Personnel Services, *School Guidance, Secondary Education, *Secondary School Teachers, Student Development, *Student Teacher Relationship, *Teacher Guidance, Teacher Responsibility

Identifiers-*Advisers

This guide describes a program designed to provide secondary school students with an adult mentor or advocate in order to facilitate the educational process in public schools. The role of teachers in student guidance is discussed, the rationale for the program is outlined, and the roles of the counselor and administrator are described. Organization and scheduling of the guidance groups are discussed along with program suggestions of problem-solving sessions, group projects, special events, guest speakers, and discipline concerns; several specific programs are also described. The skills required to integrate guidance with classroom teaching are discussed and resources for teachers, including the counselor, are outlined. A selected bibliography of student advisement programs that outline specific ways of how the program has to fit the unique requirements of individual schools is appended along with a general bibliography. (JAC)

ED 220 802 CS 006 791

Douglass, Malcolm P., Ed.

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).

Claremont Graduate School, Calif.

Report No.-ISBN-0-941-742-00-8

Pub Date-82

Note-222p.

Available from-The Claremont Reading Conference, Claremont Graduate School, Claremont, CA 91711 ($11.00 paper).

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Beginning Reading, *Cognitive Processes, Computer Literacy, *Content Area Reading, Elementary Secondary Education, Language Acquisition, Learning Disabilities, Pantomime, *Reading Instruction, *Reading Research, Spanish Speaking, Teaching Methods, Television, Vision, Writing Instruction

Identifiers-*Reading Writing Relationship

As part of a continuing series, this book contains 27 conference papers, which reflect the theme of reading as a process of creating meaning for sensed stimuli. Titles, among others, cover the following topics: (1) writing and reading in a balanced curriculum; (2) the creation and discovery of meaning; (3) learning disabilities; (4) key words and other ways to teach beginning reading; (5) the emergence of reading behavior; (6) writing across the curriculum; (7) testing versus writing; (8) cognitive input and output; (9) metalinguistic development and reading/writing achievement; (10) reading, writing, and algorithms and computer literacy; (11) effective social studies reading programs; (12) defining literacy through measurement; (13) mime in the classroom; (14) the transition from Spanish reading to English reading; (15) preliterate literacy; (16) English primary school and the development of linguistic strategies in young school children; (17) the development of spatial and temporal reference in children during the school years; (18) reading in the age of television; and (19) educational applications of the teletext medium. (HOD)

ED 220 881 CS 503 933

deTurck, Mark A. Miller, Gerald R.

Adolescent Perceptions of Parental Persuasive Message Strategies.

Pub Date-May 82

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Communication Research, *Parent Child Relationship, *Parent Influence, Parent Role, *Persuasive Discourse, *Power Structure, Secondary Education, Sex Differences, *Student Attitudes

Uniting research on parental control techniques with studies examining adolescents' perceptions of conjugal and parental power, this study investigates adolescent perceptions of parental persuasive communication. One hundred ninety adolescents from two small midwestern high schools were asked to complete a questionnaire. The first four sections of the questionnaire described situations involving some conflict of interest between a student's parents and the student. Students were asked to role play in each situation and to decide which parent would be most likely to invoke the 16 persuasive message strategies from a theoretical typology. These sections also contained items assessing the validity of each compliance-gaining situation. The fifth section was composed of an additional seven items assessing adolescent perceptions of conjugal power for use in another study. The final section contained questions requesting students to supply demographic information. Results indicated that depending on age, gender, and context, adolescents report fathers or mothers invoke a variety of persuasive messages that cannot be classified in two-dimensional space: coercion and induction. More specifically, a host of persuasive messages emerged as indicators of the dimensions underlying adolescent perceptions of parental influence. (HOD)

ED 220 920 EA 014 837

McCabe, Robert H.

Technology and the Changing Economics of Education.

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-College Students, Computer Managed Instruction, *Educational Technology, Futures (of Society), Grouping (Instructional Purposes), Material Development, Postsecondary Education, Program Costs, Student Characteristics, Student Financial Aid, *Student Needs, Technological Advancement

Changes in the makeup of the student population at postsecondary institutions will stimulate greater use of communications technology. While fewer high school graduates are entering colleges, increasing numbers of older adults are returning to school or seeking higher education for the first time. The increasingly diverse needs of these students and the declining academic skills of high school graduates make more individualized and directed instructional efforts necessary. In the absence of funding for additional personnel, schools must find technological answers to these demands, such as use of cable television, video, and microcomputers and computer games. Technology can also help in monitoring students' progress, not only to meet the requirements of those agencies providing financial aid but also to provide for assessing student capabilities and needs in order to arrange the best grouping of students for instructional purposes. Costs for such extensive uses of technology can only be kept low if institutions share in development of systems and software. (Author/PGD)

ED 220 939 EA 014 861

Hobbs, Thomas W.

Seminole Community College Working with Twenty-Seven Other Institutions.

Pub Date-81

Note-8p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Community Colleges, *Consortia, Educational Cooperation, Educational Radio, *Educational Television, Program Administration, Statewide Planning, *Telecourses, Two Year Colleges

Identifiers-*Florida

The Florida Community and Junior College Television and Radio Consortium was formed in 1974 to enable all 28 of Florida's community colleges to coordinate their efforts in using broadcast media to present courses offering college credit. This document recounts a brief history of the consortium; sketches its organization into six regional groups, each served by a local public television station; comments on the difficulties associated with locating or generating high quality educational television or radio series; notes the need for adapting instructional materials to local needs; reviews problems inhibiting wider use of public and commercial airwaves for educational purposes by the consortium's member schools; and catalogs some of the major benefits to the members of cooperating under the consortium plan. Appendixes name the coordinators of the instructional television and radio programs at each of the community colleges and list the courses that have been offered by the consortium. (PGD)

ED 220 978 EA 014 979

Ogletree, Earl J. Janick, Joanne

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.

Pub Date-18 Oct 82
Note-16p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Credits, Educational Opportunities, Educational Policy, Elementary Secondary Education, Graduation Requirements, Institutional Cooperation, Interstate Programs, *Migrant Children, Migrant Education, *Migrant Problems, National Surveys, Questionnaires, State Programs, Statewide Planning, *Transfer Students
Identifiers-*Credit Transfer, Interstate Cooperation, Migrant Student Record Transfer System

Children of migrant parents have serious educational deficiencies as a result of the lack of opportunity to attend and complete school. One of the major problems is the students' difficulty in accumulating sufficient credits for promotion and graduation. A survey of state departments of education and of the education committees of state legislatures sought to determine the status of intrastate and interstate credit transfer programs and other services intended to facilitate migrant student education. The survey also sought recommendations concerning improvements that could be made in these programs and services. Thirty-six states responded to the survey questions, which concerned such matters as the states' definitions of migrant students and their needs; the dropout and high school completion rates of migrant students; the existence and character of policies and agencies for handling interstate and intrastate credit transfers; the effects of flexibility, uniformity, and coordination on accommodating migrant student needs; and state participation in the Migrant Student Record Transfer System. This report presents the major findings of the study and synthesizes the proposals made by the respondents for improving the handling of migrant student education. The survey instrument is included as an appendix. (Author/PGD)

ED 220 997 EC 150 018

Drobnyk, Wendy And Others
Learning at Home: A Preschool Activity Handbook.
Special Education of Education Mutual Collaborative, North Reading, MA.
Pub Date-Oct 79
Note-41p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Modification, *Cognitive Development, *Disabilities, *Individual Activities, *Language Acquisition, *Motor Development, Parent Child Relationship, Young Children

Intended for parents of handicapped preschool children, the booklet suggests ways parents can stimulate the development of their children through activities that occur naturally in the home setting. An initial section provides behavior management guidelines such as using success, encouragement, and praise to develop the child's enjoyment of learning. Suggested activities are organized into sections on the following developmental areas: gross motor, fine motor, language, and cognition. Activities are coded into three levels of difficulty. When possible, variations are suggested to meet individual needs of children and parents. Skills developed in the gross motor area include posture, coordination of arms and legs, and balance. In the fine motor area, skills include eye-hand coordination, both arms working together, and hand and finger use. Language skills include vocabulary, the use of action and placement words, listening skills, and auditory discrimination. Covered in the cognitive skill area are visual memory, concepts of same'' and different,'' classification of pictures, counting, sequencing, and recognizing related objects. Each developmental section concludes with specific suggestions from parents. An evaluation form completes the handbook. (DB)

ED 221 056 FL 013 199

Levy, Stephen L.

Teaching Multi-Level Foreign Language Classes.

Pub Date- 82

Note-25p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Organization, Classroom Techniques, Instructional Materials, *Multigraded Classes, Secondary Education, *Second Language Instruction, Teacher Education, Teaching Methods

Different aspects of multi-level foreign language classes, where two or more levels of foreign language are taught within a single class period, are discussed. The proliferation of multi-level classes has been brought about by a variety of factors that present a difficult instructional assignment to the foreign language staff. The roles of the teacher and the students are examined and it is emphasized that this type of class can and should be a positive experience for both. Teaching strategies for the multi-level class include: (1) the split period, (2) the modified split period, (3) independent study, (4) individualized instruction, (5) rotating levels, and (6) special interest (mini) courses. The use of student aids who work for credit and of paraprofessionals is also mentioned. Hints on the types of instructional materials and equipment best suited or easily adapted to multi-level classes are given and suggestions are made for improving the training of both pre- and in-service teachers. (EKN)

ED 220 597 CE 033 361

Lindsay, Robert M.

A Comparative Study of Teaching Typing Skills on Microcomputers.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No.-ERIBC-82:10
Pub Date-May 82
Grant-DG-306
Note-92p.
Available from-Educational Research Institute of British Columbia, Suite 400, 515 West 10th Ave., Vancouver, B.C., Canada ($9.30).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Age, *Computer Assisted Instruction, Females, Foreign Countries, High Schools, Instructional Program Divisions, Males, *Microcomputers, *Program Effectiveness, Sex, *Skill Development, Teaching Methods, *Training Methods, *Typewriting
Identifiers-British Columbia

A 4-week experimental study was conducted with 105 high school students in 4 introductory typewriting classes of a large urban school in British Columbia during the 1981 spring semester. The purpose of the study was to compare the effectiveness of teaching the skill-building components of typewriting speed and accuracy using either the microcomputer or the electric typewriter. Ten hypotheses were tested using a randomly selected treatment group of 32 students and a control group of 73 students. The nonequivalent control-group design modified by a time-series design was used. Two pretest and posttest speed and accuracy assessments were measured by instruments certified by a panel of typewriting experts and the results evaluated through statistical techniques. The experimental group used a custom-designed software program, essentially a copy of text material used by the control group. Student and teacher questionnaires were administered. Results failed to reject 9 out of 10 null hypotheses, indicating that the microcomputer is as effective as the electric typewriter in increasing student speed levels considering factors of sex, age, and class attended. The results also indicate that the microcomputer is as effective as the electric typewriter in increasing accuracy scores when age and class attended are involved. Recommendations for microprocessor design and future research were made. (Author/KC)

ED 220 653 CE 033 551

Jaggers, William

Working with Vocational Advisory Committees. Inservice Instructional Unit.

Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Mar 81
Note-74p.; For related documents see CE 033 539-550 and CE 033 821.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Advisory Committees, Classroom Techniques, Educational Resources, *Group Dynamics, *Inservice Teacher Education, Instructional Materials, Learning Activities, Lesson Plans, Policy Formation, Postsecondary Education, Secondary Education, Transparencies, Units of Study, *Vocational Education, Workshops
Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on working with vocational advisory committees contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. Subjects covered in the lesson plans are types and functions of advisory committees, criteria for selecting members, and qualities of effective committees. The lesson plans include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

ED 220 672 CE 033 611

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-Doc-97-332
Pub Date-Jul 82
Note-50p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aging (Individuals), Census Figures, *Demography, Dependents, Employment Level, Employment Patterns, Futures (of Society), Health Needs, Housing, Income, Individual Characteristics, Individual Needs, *Life Style, Marital Status, Mobility, *Older Adults, Physical Mobility, *Population Trends, *Quality of Life, Residential Patterns, Transportation, Trend Analysis, Veterans, Voting
Identifiers-Income Maintenance, Life Expectancy

According to the 1980 census, one in every nine Americans is over the age of 65. The segment of the population made up of individuals over the age of 65 continues to grow faster than that comprised of individuals under the age of 65. While older people continue to have about half the income of their younger counterparts, the elderly tend to have more health problems and health care costs. Among the other problems that affect the elderly more than the remainder of the population are housing, mobility, and transportation problems. Analysis of data pertaining to living arrangements indicates that while 83 percent of older men lived in a family setting, only 57 percent of older women did so. In addition, increasing numbers of older people now live in nonmetropolitan areas. While older adults comprised 15 percent of the voting age population, they cast 16 percent of all votes. Also revealed by the 1980 census was a sharp decrease in labor force participation rates with increasing age. If Census Bureau projections are accurate, there will be an increasing burden on the middle, more productive-aged population under reasonable economic and labor force assumptions. (MN)

ED 220 781 CG 016 188

Ziegler, Barbara L.

The Relationship of Sex Roles and Marital Adjustment.

Pub Date-Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, *Emotional Adjustment, *Interpersonal Relationship, *Marriage, Personality Traits, Sex Differences, *Sex Role, *Spouses

Identifiers-*Marital Satisfaction

Surprisingly little research has studied the relationship of sex roles and marital adjustment, although one would assume these variables would be related. In addition, no significant relationships have been found between androgyny and marital satisfaction. To study the relationship of sex roles, particularly androgyny, to marital adjustment, 55 couples completed the Bem Sex-Role Inventory and the Locke-Wallace Marital Adjustment Test. Results showed that androgynous couples had the highest marital adjustment, followed by sex-typed couples. Undifferentiated couples had the lowest adjustment level. Results suggest a transcendence of the individual to the marital unit, and imply that a full complement of masculine and feminine traits is important for marital satisfaction. (Author/JAC)

ED 220 842 CS 207 158

Moore, Beatrice S.

Making Changes in Writing Programs for High School Teachers across the Curriculum.

Pub Date-Jul 81
Note-12p.; Paper presented at the Meeting of the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators, Dialects, Grammar, *Instructional Improvement, Language Experience Approach, Language Usage, Secondary Education, Student Teacher Relationship, Teacher Role, *Teacher Workshops, Writing (Composition), *Writing Instruction, Writing Processes, Writing Research

Identifiers-*Writing across the Curriculum

Teacher evaluation of student writing usually focuses on errors or inadequacies of the written product. One method of changing teacher attitudes is to conduct a writing workshop for department chairpersons to show the benefits and share the techniques of making writing an integral part of their particular disciplines. Such a workshop must address four areas of concern. First, there is currently a shift of emphasis from product to process in writing, and establishing a supportive climate of understanding and trust is necessary for success of in-class writing. Teachers must be eclectic in choosing techniques they can use comfortably and consistently with their students. Second, small group collaboration is useful in clarifying writing assignments. Students assume responsibility for their own learning while the teacher facilitates learning by observing and directing rather than explaining. Third, there is a place for a good grammar handbook when students edit their writing or when the teacher wishes to review a concept that is relevant to the writing at the moment. Teaching grammar in isolation, however, is not productive. And fourth, it is wise for teachers to be tolerant of dialect variations of students in urban classes, while conveying the importance of standard language to an audience. Teachers should consider the language experience approach when structuring and implementing learning activities for inexperienced writers. (HTH)

ED 220 862 CS 207 196

Haugen, Nancy S., Ed. And Others

A Guide to Writing Local History.

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-81

Note-55p.; For related document see ED 177 599. Also sponsored by the Wisconsin Native American Teacher Corps.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities, Language Arts, *Local History, *School Community Relationship, Teaching Guides, *Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers-Wisconsin, Wisconsin Writing Project, Writing Projects

A product of the Wisconsin Writing Project, this guide for teachers is intended to offer a fresh focus for lesson plans, give students more responsibility for their own learning, provide direction for student involvement in the curriculum, and gain community support for the school, all by means of a project to study and write about local history. Following a presentation of the philosophy of and introduction to the project, the guide suggests routes to obtaining information and ways to plan the local history project. The next four sections outline how students can get information through interviewing and from official documents, other printed sources, and cultural artifacts. The following section explains how to get natural history information. The next two sections discuss the cooperative Children's Book Center (a special Wisconsin resource) and other suggested resources on Wisconsin history. Appendixes contain model release forms, a local history bibliography, and a list of the books about Wisconsin in the Cooperative Children's Book Center. The guide concludes with a general bibliography. (HTH)

ED 220 902 CS 503 961

Shands, Virginia P. And Others
Rx for OTC Users: Improved Health Education.
Pub Date-May 82
Note-13p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, College Students, Consumer Protection, Drug Education, *Drug Use, *Health Education, Higher Education, *Knowledge Level, *Merchandise Information, Reading Comprehension, Surveys
Identifiers-*Direction Following, *Nonprescription Drugs

A self-administered survey was given to 152 college students to test their knowledge and understanding of some basic health facts and terminology commonly found in printed materials affixed to or accompanying common over-the-counter (OTC) drug preparations. The results indicated that 96% of the sample had used OTC medications as college students. The students named approximately 131 different products by brand name. One exception was aspirin, which was indicated as either aspirin or by trade name. Some mistook prescription drugs, such as Valium, for OTC products. A number of questions asked students either to supply or to recognize an acceptable interpretation of terms commonly found on OTC product labels, such as prolonged use,'' sodium restricted diet,'' and antihypertensives.'' While the majority gave acceptable answers, some gave responses indicating that they did not understand the terms. When asked to name the source of information about OTC products, only 6% named health professionals, while most named the media and family as sources. Although most reported choosing their medications based solely upon their own knowledge or the advice of nonprofessionals, 8% admitted taking OTC medications either without reading any of the directions, warnings, or cautions, or reading only for the dosage amount. (HTH)

Huling, Leslie And Others

Effects of Principal Interventions on Teachers during the Change Process.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Case Studies, Change Agents, *Change Strategies, Elementary Secondary Education, Inservice Teacher Education, *Instructional Innovation, *Intervention, Leadership Responsibility, *Principals, *Teacher Administrator Relationship, *Teacher Improvement
Identifiers-*Concerns Based Adoption Model, Principal Teacher Interaction Study

Research studies cited show that principals do have some authority over how they use their time, resources, and power. The intent of this paper is to point out that it is important for principals to work with teachers for the purpose of improving teaching, that the principal has a choice as to what interventions to make in striving toward this goal, and that the effects on teachers are related to the interventions selected. In order to demonstrate these points, several examples are used from the Principal-Teacher Interaction Study being conducted by the Concerns-Based Adoption Model project at the Austin campus of the University of Texas. The examples relate both to what principals do as change facilitators and to the effects of principals' interventions on teachers during the change process. The examples are followed by a discussion of the effects of these interventions on the teachers involved. The paper concludes that the interventions made by the principals did have effects on teachers and teachers' use of an instructional innovation. (Author/MLF)

ED 221 107 HE 015 439

Gubser, Lyn; Millard, Richard M.

Academic Fraud: A Threat to Quality.

American Association of State Colleges and Universities, Washington, D.C.

Report No.-ISBN-0-88044-063-5

Pub Date-Apr 82

Note-38p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036 ($3.50).

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Administrator Responsibility, Broadcast Television, College Presidents, Degrees (Academic), *Educational Quality, *Higher Education, Intercollegiate Cooperation, Legal Responsibility, Professional Associations, *Public Opinion, School Responsibility, Self Evaluation (Groups), State Legislation, Technological Advancement

Identifiers-*Fraud

The issue of academic fraud is addressed in a transcript from a three-part series entitled Degrees for Sale'' from the Donahue on Today'' television show, and two essays drawn from presentations at the 1981 annual conference of the American Association of State Colleges and Universities. The essays are Stopping Fraud and Ensuring Quality,'' by Lyn Gubser, and Quality on Campus: Whose Responsibility?'' by Richard M. Millard. The Donahue on Today'' segments concern mail-order degrees by accredited and nonaccredited institutions, responsibility for accreditation, and related legal and ethical issues. The interviewees in the segments were Lyn Gubser, Vannoy Thompson, and Richard Crews. The first essay concerns regulation of fraudulent and marginal institutions and degree-granting practices. Unprecedented challenges in educational quality control are foreseen in this technological age. The second essay addresses the question of who is responsible for educational quality control, and suggests that institutions and administrators, not accrediting agencies, should be. To strengthen accreditation and the credibility of the academic community, academe can do five things: (1) stop treating accrediting agencies as sources of harassment; (2) make self-study and peer review an integral part of ongoing self-assessment; (3) maintain consistency and support of agencies' work; (4) avoid selective use of accreditation process results; and (5) help make faculties, trustees, students, alumni, legislators, and the general public more aware of accreditation's role. (MSE)

ED 220 635 CE 033 530

Gutheil, Barbara M. Copa, George H.

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Spons Agency-Minnesota State Dept. of Economic Security, St. Paul.

Pub Date-Jun 81

Note-74p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Employment Opportunities, *Graduates, Graduate Surveys, *Migration Patterns, *Occupational Mobility, Outcomes of Education, Student Mobility, Two Year Colleges, *Vocational Education, *Vocational Followup

Identifiers-*Minnesota (Southwest)

Because of concern that too many graduates of seven postsecondary vocational institutes in southwestern Minnesota were migrating from the area to seek employment elsewhere, a study was conducted to determine who migrates, the reasons for migration, and the number of graduates migrating. Migrants were defined as vocational institute graduates who lived more than 50 miles from the community of origin. A high demand for workers with the training provided by the vocational institutes exists in southwestern Minnesota. A questionnaire was mailed to more than 2,000 graduates of the classes of 1977 and 1979, with a 66 percent response after followup. The migration rate for the graduates was 31 percent, less than had been expected. The findings of the study indicate that factors related to decisions to migrate or not were quite different for those who remained and for those who left. Factors most important for the nonmigrant group were proximity of friends and relatives, leisure time activities, climate, quality of public schools, quality of environment, physical safety, pleasantness of living, and closeness of work. On the other hand, migrants gave more thought to leaving the community for the following reasons: starting pay, fringe benefits, advancement opportunities, further education, public transportation, and location of workplace. Data gathered in the study can be used in job counseling and further research. (KC)

ED 220 716 CE 033 819

Cope, Judith L., Ed.

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979-June 30, 1980 Indiana Univ. of Pennsylvania.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-82

Note-238p.

Available from-AdvancE, Millersville State College, Millersville, PA 17551 ($7.00; quantity price, $6.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Guides, *Adult Basic Education, *Adult Counseling, *Adult Learning, Adult Programs, Adult Students, Career Counseling, Coordination, Counselor Role, Definitions, Educational Cooperation, Educational History, *Educational Practices, Educational Trends, Guidelines, Linking Agents, Professional Associations, Program Content, Program Design, *Program Development, *Program Implementation, School Counseling

Identifiers-*Pennsylvania

Developed to serve as a comprehensive human resource directory of adult educators in Pennsylvania, as a conceptual framework for adult basic education (ABE) in Pennsylvania and as a resource guide for ABE staff who wish to sponsor local inservice projects, this handbook provides general information about ABE, adult education services and linkages, and ABE program development and program implementation. It consists of 11 sections. Each of these sections is a collection of articles authored by Pennsylvania practitioners in the field of adult education. Included among the topics addressed in the guide are the following: the history and nature of adult education; the adult learner; types of basic and secondary ABE programs; counseling and support services; instructional processes; initiation, design, and implementation of ABE programs; cooperation, coordination, and linkage; adult education services; professional organizations; and new trends in adult education. (Included is a handbook supplement outlining the development of the guidebook.) (MN)

ED 220 735 CG 016 140

Moore, Nelwyn B.

Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.

Pub Date-Oct 81

Note-23p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cross Cultural Studies, *Educational Philosophy, Educational Research, Family (Sociological Unit), Family Life, *Family Life Education, Family Problems, *Family Relationship, Foreign Countries, Higher Education, Home Management, *Life Style

Identifiers-*Europe, *Scandinavia

In most technologically advanced countries unprecedented change in once stable life styles is affecting the family's ability to fulfill its basic function. A preventive model of family life education which promotes the acquisition of fundamental competencies necessary for personal and family living has the potential to fill such a need. Data concerning philosophy, curriculum and educational practices of family life education were collected in Austria, Germany, Denmark and Sweden through tape-recorded interviews and on-site visits with counselors, family life educators, and couples. Differences in life style and educational methods outnumbered similarities. However, most persons agreed that the two basic family functions were meeting the emotional needs of members and socializing the children. The public was generally unaware of the holistic concept of family life education, and considered it to be vocational rather than general education. The findings suggest that family life education needs an integrated core of study. (Author/JAC)

ED 220 758 CG 016 164

Knight, G. Diane Sedlacek, William E.

The Religious Orientation of College Students.

Maryland Univ., College Park. Counseling Center.

Report No.-UM-CC-RR-8-81

Pub Date-81

Note-20p.; Best copy available. For related document, see CG 016 163.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, *Beliefs, *Cognitive Style, *College Freshmen, Higher Education, Personality Traits, *Religious Differences, *Religious Factors, *Student Attitudes, Student Characteristics, Student Motivation, Values

Recent research into the religious life of college students, though limited, has suggested ways of understanding the religious aspects of personality that exist apart from institutional involvement. To describe the role of religion in the life of college students 254 freshmen were surveyed to determine whether four categories of religious orientation would provide a meaningful description of religious motivation. Students were categorized into one of four religious orientations: (1) extrinsic, in which religion is subordinated to self-needs; (2) intrinsic, in which religious attitudes help to determine behavior; (3) indiscriminately pro-religious, in which religion serves an all-encompassing role in meeting self-needs; and (4) indiscriminately anti-religious, in which religion is rejected. Results provided limited support for the use of the religious orientation scales with non-Christian groups. The relationship between religious orientation and cognitive style was found to hold for dogmatism, but not for intolerance or ambiguity. The findings suggest that disagreement by Jewish students with items on the intrinsic scale may reflect a parochial bias of Christianity. (Author/JAC)

ED 220 822 CS 006 816

Yates, Jack And Others

Comprehension of an Unattended Prose Passage.

Pub Date-May 82

Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Auditory Perception, *Cognitive Processes, College Students, Higher Education, *Listening Comprehension, *Reading Research

A shadowing paradigm was used to determine the extent to which subjects could comprehend a spoken message without allocating attention or awareness to it. The paradigm involved presenting subjects with a control passage describing neutral events and an experimental passage describing embarrassing events over an unattended auditory channel. Measurements were taken of the subjects' ability to shadow (repeat) a passage. Each subject's skin conductance was also recorded as a measure of his or her unconscious reaction to unattended passages. Results indicated that the experimental passage had an effect on the subjects as measured by skin conductance. The findings suggest that at some level the subjects knew that the experimental passage was more interesting than the control passage and thus were able to comprehend it at some level more inclusive than that of the individual word. (Time lines for the control and experimental conditions are appended, along with topics of the passages used in the study.) (FL)

ED 221 016 FL 012 664

Dayley, Jon P.

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.

Spons Agency-Peace Corps, Washington, D.C.

Pub Date-79

Contract-ACTION/PC-78-043-1037

Note-204p.; For related documents, see FL 012 663-665.

Language-English; Belizean Creole

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Basic Skills, *Communicative Competence (Languages), *Creoles, *Cultural Education, Dialogs (Language), Instructional Materials, Language Skills, Learning Activities, Postsecondary Education, *Second Language Instruction, Uncommonly Taught Languages

Identifiers-*Belize, Peace Corps

This handbook provides lessons and exercises for Peace Corps volunteers learning to communicate in Belizean Creole. The 41 lessons emphasize such aspects of Belizean culture as asking for directions, talking about personal feelings, introducing people, visiting, when to use Creole, Creole food, and the economy. Each lesson includes a conversation in both English and Creole, activities, a proverb, and a list of new vocabulary words. General suggestions are made for enhancing language learning. This handbook is part of a set which includes a grammar workbook, a teacher's guide, and a glossary. This component focuses on culturally appropriate communication and is designed for use in conjunction with the grammar workbook, which focuses on formal linguistic features. (RW)

ED 221 036 FL 013 125

Carton, Francis M.

Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-21p.; In: Melanges Pedagogiques, 1981. p49-68.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis, *Interaction Process Analysis, Language Research, Language Usage, *Persuasive Discourse, *Pragmatics, Second Language Instruction, Semantics, *Speech Communication

Research is in progress on oral interactive discourse, that is, discourse produced by several participants working in collaboration. The intent of the research is to investigate how the discourse is organized at several different levels of structure (acts, sequences of acts, interactive structure, propositional content, and formal realizations). Instead of regarding discourse as static, it is being described as something dynamic and is being analyzed in its ongoing syntagmatic development. The analysis is being done on argumentative discourse dealing with situations in which the participants are in disagreement, each one trying to pursue personal objectives while acknowledging the obligation to take into account the interactive constraints imposed by other participants' interventions. To do this they use shorter- or longer-term discourse strategies that give discourse its coherence. It is these strategies that the research in progress hopes to describe. From the pedagogical point of view, this type of analysis should enable those practicing the communicative approach to go beyond paradigmatic lists of expressions to be memorized and to provide learners with appropriate discursive strategies that they can use to intervene in discourse situations. (Author/AMH)

ED 221 057 FL 013 203

Edelsky, Carole

Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.

Arizona State Univ., Tempe. Dept. of Elementary Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Grant-NIE-G-81-0051
Note-509p.
Pub Type- Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Bilingual Education Programs, *Bilingualism, Bilingual Students, Child Language, Code Switching (Language), Language Proficiency, Literacy, Migrant Children, Primary Education, *Writing Instruction, *Writing Skills
Identifiers-Arizona (Phoenix)

The writing development of 27 first through third graders in an English/Spanish bilingual program was investigated. Samples of the children's writing were collected at four intervals during the school year, coded for computer tallying, and analyzed in terms of code-switching, spelling, punctuation and segmentation, structural features, stylistic devices, and content. In addition, the context in which the writing developed was evaluated by means of classroom observations, teacher interviews, review of the children's family backgrounds, and a survey of the community language situation. The findings provided evidence to counter prevailing myths about the language proficiency of bilinguals, biliteracy, bilingual education, research on writing, literacy and writing instruction, and learning to write. For example, the subjects, all children of migrant workers or settled migrants, demonstrated varied vocabulary, complex syntax, acknowledgement of the reader, knowledge that context constrains form, and movement toward stylistic sophistication in their writing. In a discussion of implications, the concept of a whole language approach to writing instruction is supported, in which authentic and functional texts are offered to and produced by children. (RW)

Linke, Russell D., Ed.

Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978).

Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Pub Date-Feb 79

Note-204p.

Available from-Higher Education Research and Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, N.S.W., Australia 2033.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Accountability, Adult Students, *College Administration, College Students, Comparative Education, *Curriculum Evaluation, Educational Economics, *Faculty Development, Foreign Countries, Government School Relationship, *Higher Education, Independent Study, Information Services, Institutional Evaluation, Outcomes of Education Physics, Predictor Variables, Productivity, Public Policy, Resource Allocation, Self Evaluation (Groups), Student Characteristics, *Student Needs, Systems Approach

Identifiers-*Australia, Canada, Educational Brokerage, United States

Papers from the 1978 conference of the Higher Education Research and Development Society of Australasia are presented. A large part of the conference was devoted to a general symposium on accountability in higher education, while other topics were organization and administration of higher education, curriculum development and evaluation, staff development, and student characteristics and performance. Papers and authors are as follows: Opening Address: Accountability in Higher Education'' (E.H. Medlin); The Costs and Benefits of Post-Secondary Education Enquiries'' (N. A. Nilsson and P. F. Sheldrake); In Need of Further Research on the Production and Productivity of Tertiary Education in Australia'' (William Georgiou); A Practical Model for Accountability in Higher Education the DDIAE Experience'' (L. J. Barker and L. J. McNulty); Educational Brokering: A New Concept in the Business of Education'' (I. McD. Mitchell); To Maximize the Viability of an Enterprise: A Relevant Purpose for Administration'' (Thomas M. Heffernan); Course Development Assumptions and Strategies'' (Rod Wellard); Cooperative Course Design: A Case Study in Post Experience Education'' (Dave Boud); Student Reactions to PSI, Lecture and Laboratory Teaching'' (R. J. Stening and K. R. Vost); Tertiary Science Instructional Materials: A Cognitive Analysis'' (M. T. Prosser); Planning the Evaluation of a Major University Course'' (I. H. Barham); Staff Development: New Viewpoints and New Directions'' (Norman C. Dennis); The Enchantment of Lecturer Self-Confidence'' (H. E. Stanton); and The Needs and Problems of Part-Time Students and the Accountability of Administrative and Academic Staff'' (Jason L. Brown). (SW)

ED 220 579 CE 032 524

Henderson, Wm. Edward, Jr.

Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
Spons Agency-South Carolina Appalachian Council of Governments, Greenville.
Pub Date-28 Feb 82
Contract-ARC-211-B
Note-237p.; For related documents see CE 032 525-530. Figures may not reproduce clearly.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Articulation (Education), Competence, Curriculum Development, *Drafting, Educational Planning, *Engineering Graphics, Guidelines, Instructional Materials, Learning Modules, Mathematics, Postsecondary Education, Program Development, School Safety, Secondary Education, Technical Education, Technical Illustration, Technical Occupations, Vocational Education

Intended for use in competency-based and criterion-referenced vocational programs, this articulated, performance-based instruction objectives guide for Drafting I is designed for reference use in the articulation of drafting programs at the secondary and postsecondary levels. It consists of a description of the development of the guide, 14 sections pertaining to development of an articulated instructional program in drafting, five learning modules, textbook references, and other references. Following a description of secondary drafting and postsecondary engineering graphics course content, various topics are covered, including project scope, similar areas of training, module designations, standards applicable to drafting, student-teacher agreement, students' drafting portfolios, suggested instructional time, task listings, equipment lists, outcome-referenced measures, and proficiency reports. Addressed in the modules are classroom safety, basic math, principles and techniques of drafting, and working drawings. The modules include some or all of the following: performance objectives, performance actions, suggested instructional time, performance standards, related technical information, and suggestions to the teacher. (MN)

ED 220 616 CE 033 460

Ferdig, Glen E.

How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook.

Orange County Public Schools, Orlando, Fla.

Pub Date-Aug 82

Note-92p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, *Competency Based Education, *Guidelines, Individualized Instruction, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, Secondary Education, *Study Guides, Units of Study, *Vocational Education, Writing Processes

This handbook is designed to aid vocational education staff who are producing student learning guides for competency-based vocational education (CBVE). In the handbook, the basic considerations in developing each component of a learning guide are explained. In addition, specific and concise guidelines for writing each component are given, and samples are provided. Topics covered in the guide include steps in developing a learning guide, writing competency statements, performance objectives, enabling objectives, word lists for performance objectives and performance enablers, and the components of a learning guide, with instructions for preparing each component. Also included in the guide is a glossary of CBVE terms, a style sheet for writing learning guides, troublesome words used in learning guides, and a sample of a complete learning guide.

ED 220 690 CE 033 777

Biondo, Ron And Others

Core II Materials for Rural Agriculture Programs. Units E-H.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-D-0542-388

Note-479p.; Not available in paper copy due to colored paper and photographs in original. For related documents see ED 208 148-153 and CE 033 776.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Education, *Agricultural Engineering, Agricultural Production, Agricultural Skills, Agronomy, Behavioral Objectives, Conservation (Environment), Conservation Education, Field Crops, Grains (Food), Guidelines, *Harvesting, *Horticulture, Instructional Materials, Learning Activities, Natural Resources, Plant Growth, Plant Identification, Plant Propagation, *Rural Education, Secondary Education, *Soil Science, Vocational Education, Welding

Identifiers-Surveying (Engineering)

This curriculum guide includes teaching packets for 21 problem areas to be included in a core curriculum for 10th grade students enrolled in a rural agricultural program. Covered in the four units included in this volume are crop science (harvesting farm crops and growing small grains); soil science and conservation of natural resources (understnading soils, judging land-use capability, buying and using fertilizers); horticulture (identifying trees, shrubs, and flowers; propagating plants sexually and asexually; and growing and caring for indoor plants); and agricultural mechanics (developing arc and acetylene welding skills, surveying in agriculture, and developing basic shop skills). Each problem-area packet includes some or all of the following components: suggestions to the teacher, teacher's guide, information sheet, student worksheets or assignment sheets and key, demonstrations, job sheets, transparencies, discussion guide for transparencies, and sample test questions and teacher's key. (MN)

ED 220 803 CS 006 792

Maria, Katherine MacGinitie, Walter H.

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-81

Contract-300-77-0491

Note-44p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Congruence (Psychology), Intermediate Grades, *Prior Learning, *Reading Comprehension, *Reading Difficulties, *Reading Processes, *Reading Research

Identifiers-Text Factors, *Text Structure

Two studies using the same texts and procedures but different experimental designs (1) evaluated an instrument designed to identify children who overrely on their prior knowledge in the interpretation of written text, and (2) investigated how degree of congruency of information interacts with degree of explicitness and level of staging to affect the comprehension of middle-grade children. The subjects of the first experiment, 164 fifth and sixth graders, read four types of short texts, each of which contained two pieces of target information, one judged congruent with their prior knowledge and one judged incongruent, presented implicitly or explicitly at a different stage of the text. Although the reliability of the scores was low, the results did seem to isolate a group of children that used a nonaccommodating strategy when confronted with incongruent information. Subjects of the second experiment were 145 fourth and seventh graders from the same school who had answered questions without texts previously as a check on the congruency of the target information in the texts. Although this study's finding that incongruent information was more difficult for both grade levels cannot be interpreted with confidence, the data were consistent with the hypothesis that incongruent information is more difficult to process as a result of prior knowledge sources conflicting with sources in the text. This finding has implications for judging the difficulty level of texts presented to children. (JL)

Klepac, Richard L.

The Psychodrama-Social Dramatics Separation.

Pub Date-Aug 82
Note-8p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, NY, August 15-18, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Dramatics, *Educational Therapy, Interaction, Interpersonal Competence, Interpersonal Relationship, *Psychotherapy, Social Cognition, *Social Development, *Socialization, Therapeutic Environment
Identifiers-*Social Dramatics

Social dramatics is a therapeutic and educational program that can act as a mirror to reflect images of the self in action with others. It is the modality for experiential learning to correct social dysfunction by providing models for imitation, opportunities to practice and develop individual forms from that model, and risk free environments for a trial and error learning system as well as instructional guidance. As such it should be distinguished from psychodrama. Social dramatics is the role playing of human relations, with the avoidance of psychological areas, whereby each individual becomes aware of, and responsible for, his or her own social interactions. It is social interaction, social training not psychotherapy. The absence of catharsis in a social dramatics interaction further separates it from psychodrama. In psychodrama the emotional catharsis is the purgating element that brings about insight. In social dramatics, no such emotional catharsis is ever approached, ever allowed to begin, because it is the intellectual understanding of the social ill that is paramount, and any emotional interruption will decrease the amount of learning taking place. Improvisation requires clear thinking, and the flow to catharsis must always be interrupted. Consequently, the director must always be on guard to interrupt the cathartic flow. Social dramatics is not entertainment. It can be dangerous, and the strength and control of the director is its only safety valve. (HOD)

Lipson, Joseph I.

Changing Organizational Structures to Capitalize on Technology.

Pub Date-81
Note-6p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Educational Innovation, *Educational Technology, Elementary Secondary Education, Failure, Futures (of Society), Instructional Systems, *Organizational Change, Postsecondary Education, *School Organization

Failure has frequently been the result of attempts to implement new educational technologies within a school organization that evolved in response to an older technology the technology of the classroom, the blackboard, and the textbook. This failure may be due in part to specific causes in individual cases, but the pattern of failure suggests that there is a deeper cause as well: organizations by their very nature tend to reject methods and tools that are incompatible with the organizational structure. While teachers are often dissatisfied with the support they get, they will rightly resist any new organizational arrangement that drains resources from traditional classroom activity. The solution is not to abandon new technologies or new arrangements but to find technology-based arrangements that are more productive and satisfying to both faculty and students, rather than mere burdens. The author suggests policy changes that should be considered at national, state, district, and school levels in order for development to succeed, and surmises that the new technologies will take root in training programs outside the schools before the schools will take up the challenge. (Author/PGD)

Van Camp, C. Gregory

Bridging the Chasm between Telecommunications and Higher Education.

Pub Date-81
Note-8p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Educational Cooperation, Educational Improvement, *Educational Television, Higher Education, Teacher Attitudes, Telecommunications, Television Teachers
Identifiers-West Virginia University

The integration of telecommunications technology into higher education has proceeded slowly for several reasons. Faculty members tend not to want to use instructional programs produced by others; educators who get involved in producing their own programs must cooperate with a whole group of other experts who have their own ideas concerning the preparation of materials, and who may have had bad experiences dealing with educators in the past; and the regulations of the Federal Communications Commission prevent academic institutions from exercising full control over broadcasting facilities with which they are often affiliated. Still, colleges and universities are recognizing that the advantages of using television are steadily increasing. A successful marriage of education and telecommunications can be achieved if telecommunications staffs adopt an attitude of commitment to educational goals and cooperation and communication with educators; if university administrators actively support the development of telecommunications capabilities; and if faculty members accept and utilize the expertise of telecommunications specialists in an open way. This document presents guidelines for creating the atmosphere in which education and telecommunications can most benefit each other, and concludes with a brief description of the successful integration of education and telecommunications at West Virginia University. (Author/PGD)

ED 220 979 EA 014 980

Newton, Robert R.

The Regis Plan for Individualization.

Pub Date-Oct 82

Note-17p.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Catholic Schools, Educational Change, Educational Innovation, Educational Planning, Educational Principles, High Schools, *Individualized Instruction, *School Organization, *Student School Relationship

Identifiers-Regis High School NY, *Regis Plan for Individualization

The trend away from closed teaching systems and toward open learning systems between 1965 and 1975 led to the introduction of a number of isolated innovations in Regis High School, a Catholic school in New York City. To provide a sense of coherence and direction to these changes, the faculty designed a comprehensive model for program development keyed to a commitment to individualized instruction. Individualized programs were defined as those in which learning objectives, the methods for achieving the objectives, and the pace at which the objectives would be achieved were all either selected by or prescribed for individual students rather than for class groups. By providing a more active role for the student, such programs are intended to encourage self-initiated learning. As described in this report, the Regis Plan for Individualization was implemented in 1973 and involved a new approach to calculating staffing ratios, a restructuring of the school day and of the scheduling process, use of a greater variety of resources, reduction of the time spent in structured classes, introduction of an advisor system, and adaptation of the school building. The program was intended to increase both student freedom and student responsibility. (Author/PGD)

ED 220 998 EC 150 020

Somers, Adele, Ed.

We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children.

Nevada State Dept. of Education, Carson City. Div. of Special Education.; Nevada Univ., Reno. Div. of Continuing Education.

Pub Date-82

Note-22p.; Also sponsored by the Nevada Governor's Committee on Employment of the Handicapped, Nevada State Federation of the Council for Exceptional Children, and CHANGE-Coalition for Handicapped Children's Education.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Advocacy, Community Programs, Coping, *Disabilities, Early Childhood Education, Elementary Secondary Education, Family Relationship, *Human Services, Needs Assessment, *Parent Attitudes, Parent Role, Recreation, *Resources, State Programs

Identifiers-Nevada

The booklet contains proceedings of a 1982 conference focusing on the needs of parents of handicapped children. Summaries of presentations and panels address the following topics: federal support systems for parents of handicapped children, parents' reactions to learning their child is disabled, early intervention services, community support systems and advocacy programs, improvement of family relationships, recognition of psychological needs of handicapped children, recreational and leisure time opportunities, parents' role in the intervention program, coping skills effective for parenting, visual impairment, and evaluation of the conference and parent suggestions. Emphasis is on such Nevada programs as the Coalition for Handicapped Children's Education, the Developmental Disabilities Advocate's Office, Northern Nevada Mental Retardation Services, Mayville Counseling and Psychological Services, and Southern Nevada Association for the Handicapped. (SW)

ED 221 092 HE 015 354

Anisef, Paul And Others

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Ministry of Colleges and Universities, Toronto.

Report No.-ISBN-0-7743-7345-8

Pub Date-82

Note-151p.; Appendixes and technical report are not included in the document and are only available on microfiche from the Publications Centre in Ontario.

Pub Type- Reports - Research (143) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Access to Education, Data Collection, Economically Disadvantaged, *Educational Demand, *Equal Education, Ethnic Stereotypes, Federal Aid, Foreign Countries, *Higher Education, Incentives, Money Management, *Public Policy, Research Needs, Taxes, Welfare Services

Identifiers-*Ontario

A report on the current status of accessibility to university education in Ontario has several major objectives: to review the social science literature on such concepts as equality of educational opportunity and accessibility, considering the social, political and intellectual climate of the times; to examine parliamentary minutes and reports of commissions and other bodies to show the controversy over goals for university education in the province and to determine which policies have been pursued by government; and to examine social science research documenting patterns of postsecondary education participation. Throughout the study, a social stratification framework was adopted for analysis. Resulting recommendations include these: government implementation of compensatory education programs at the provincial level; institution of summer learning programs aimed at economically disadvantaged elementary school children; use of external consultants to review early socialization effects on postsecondary participation; systematic funding to evaluate programs for economically disadvantaged; staff and administration incentives for encouraging postsecondary participation; changing ethnic stereotypes in texts; encouragement through counseling and role modeling for students; continuous government monitoring of accessibility trends; extension of census practices to include adolescents; research on factors influencing postsecondary participation; options for voluntary educational savings accounts for welfare recipients; and an income tax deduction for higher education savings. A bibliography is included. (MSE)

ED 220 782 CG 016 189

Blai, Boris, Jr.

Learner Individual Differences and Differentiated Educational Practices.

Pub Date-82

Note-25p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Cognitive Style, College Students, *Educational Practices, Educational Psychology, Higher Education, *Individual Differences, *Learning, Literature Reviews, *Student Characteristics, Student Motivation, *Teacher Response, Teaching Methods

This paper discusses the relationship between individual differences and educational practices by reviewing the historical models of teaching and past research on learner characteristics. The mental testing movement is reviewed in terms of the emergence of aptitude as a measurable concept. Learner motivation is also discussed along with the effectiveness of various teaching methods and educational practices that take individual differences into account. A number of recommendations relating to admissions policies and student counseling are listed as well as recommendations to provide needed diversity of teaching-learning situations. (JAC)

ED 220 654 CE 033 552

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982.

University of Southwestern Louisiana, Lafayette.
Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
Pub Date-82
Note-75p.; Also sponsored by a grant from the Louisiana State Board of Elementary and Secondary Education.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, Adult Students, *Computer Assisted Instruction, Computer Managed Instruction, High School Equivalency Programs, Home Programs, *Home Study, Instructional Materials, Material Development, *Outcomes of Education, *Outreach Programs, *Program Effectiveness

A project was conducted by the University of Southwestern Louisiana in cooperation with local adult education programs to develop a delivery system for adult education through expanded outreach opportunities using computer-assisted instruction (CAI) and computer-managed instruction (CMI). During the 3-year project, a homebased CAI delivery system for adult basic education (ABE) and general educational development (GED) students was developed and tested. A curriculum guide for instructors that correlated the computer program lesson material with commonly available resource material in adult education programs in Louisiana was prepared. Thirty-nine adult education students received supplementary computer-assisted instruction during 93 2.5-hour sessions in fall 1981 and spring 1982. Adult students manipulated the computer hardware as they studied the ABE/GED curriculum materials. The average grade-equivalence elevation score for the CAI students was 2.2, which was .8 greater than non-CAI student scores for a group not using the CAI programs, both on a local and statewide basis. It was concluded that undereducated adults can manipulate CAI adult educational systems of the type tested and that the CAI and CMI system seems transportable to a homebased environment. (KC)

ED 220 673 CE 033 614

Miller, Debra

Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Jul 82
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, Block Grants, Displaced Homemakers, Educational Finance, *Educational Legislation, Educational Needs, Educational Policy, Federal Aid, *Federal Legislation, National Surveys, Policy Formation, Public Policy, *Sex Fairness, Sex Stereotypes, *State Departments of Education, *Vocational Education
Identifiers-Vocational Education Act 1975, *Vocational Education Amendments 1976

A study examined the views of state vocational education directors concerning the impact of the 1976 amendments to the Vocational Education Act in their states. Specifically addressed in the study were the effects of the amendments on elimination of sex stereotyping and on helping displaced homemakers. To collect these data researchers administered telephone interviews to 19 state directors (or their representatives). A majority of directors interviewed felt that the 1976 amendments have been effective in focusing attention on the problem of sex equity in vocational education and recommended retention of the current federal provisions. Most survey respondents could not suggest any alternative methods of promoting or increasing sex equity in vocational education. In addition, most directors interviewed were opposed to a block grant for vocational education, and approximately one-third of them felt that their state will reduce sex equity efforts if Congress passes a block grant for vocational education without the current sex equity provisions. Based on these findings, recommendations were made for continued federal emphasis and support for sex equity in vocational education now that states are beginning to support it. (MN)

ED 220 843 CS 207 164

Moss, R. Kay Stansell, John C.

Television and Radio Ads as Resources for Reading and Writing.

Pub Date- 81
Note-8p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Language Experience Approach, *Learning Activities, Radio, Reading Assignments, Reading Games, *Reading Readiness, *Television Commercials, *Writing Readiness

Young children learn many important things about language from the television and radio ads they encounter that can help them learn to read and write. They learn that print carries messages that are personally important to them, that whatever can be said can also be written, what some forms of written language look like, and that language use can be fun and is often predictable. Parents and teachers can use these commercials to help young children become better readers and writers. Among other things, parents can encourage their children to write down their favorite ads, to modify them, or even to make up their own; they can have them write for real purposes, such as letters or kitchen duty lists; and they can let their children see them reading books or magazines. Teachers can allow students to write their own advertisements for unusual products or even for their best friends, have them write a script to a television ad, and let each student write an advertisement jingle. (JL)

ED 220 863 CS 207 197

Haugen, Nancy S., Ed. And Others

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date-81
Note-54p.; Also sponsored by the Wisconsin Native American Teacher Corps.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Financial Support, Guides, *Mass Media, *Models, *Public Relations, *School Community Relationship, Secondary Education, Speech Communication, *Teacher Role, *Writing Instruction
Identifiers-Audience Awareness, *Wisconsin Writing Project, Writing Projects

To help clarify the public relations role of the classroom teacher, the first four chapters of this guide examine writing-related situations within the framework of three public relations areas: establishment of a positive public relations climate, maintenance of ongoing programs, and prevention of and intervention in problem situations. The fifth and longest chapter offers three public relations models (1) the establishment, maintenance, and protection of a writing center; (2) the Wisconsin Writing Project practices and philosophy; and (3) the Fond du Lac Letter Writing Project and explains how each model addresses the roles of the speakers, and desired behavior of the audiences, strategies to be used, and content/task of messages within each of the three public relations areas (establishment, maintenance, and intervention). The final chapter offers suggestions for the use of the newspaper, radio, television, newsletters, and brochures to develop strong cooperative relations between the community and the school. Appendixes include suggestions for financing, a list of public relations ideas, a questionnaire/survey for students about writing, and supplemental forms and worksheets. (HOD)

ED 220 903 CS 503 962

Ambler, Bob

The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety.

Pub Date-Nov 82
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, College Students, *Communication Apprehension, Communication Skills, Course Content, Course Descriptions, Course Evaluation, Higher Education, *Speech Communication, *Speech Instruction
Identifiers-University of Tennessee Knoxville

The University of Tennessee (Knoxville) offers as a special section of the public speaking curriculum, a speech anxiety'' program, taught by faculty and graduate students from the speech and theatre and educational psychology departments and staff from the counseling services center. The students spend the first few weeks of the special section developing more positive attitudes about communicating. In about the third or fourth weeks of the quarter, they deliver a 2 to 3 minute speech defining a term or phrase to a lab group of about 8 or 10 students with whom they have previously engaged in several interpersonal or small group exercises. These speeches are videotaped and later shown to the students to give them a base for measuring improvement in specific speech skills. A portion of the course grade is based on improvement in specific skills. The course also deals with other aspects of speech preparation including the development of effective supporting material, organization of the speech, and audience analysis. A videotaped speech by the instructor provides a model for the students At the end of the quarter, students comment on the elements of the class that have or have not been helpful. The most commonly mentioned helpful aspect of the course is the graduated approach'' to giving a speech. Anonymous student evaluations completed at the end of the class indicate a greater positive change toward the special section than toward other sections of the class. (HTH)

ED 220 960 EA 014 945

Rutherford, William L. And Others

Describing the Concerns Principals Have about Facilitating Change.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Some figures may reproduce poorly due to light print of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, Administrator Role, Case Studies, *Change Agents, *Change Strategies, Elementary Education, *Instructional Innovation, Intervention, Longitudinal Studies, Management Development, *Principals, Profiles, Program Implementation, Role Perception

Identifiers-*Concerns Based Adoption Model, *Stages of Concern about the Innovation

Earlier research by the Concerns-Based Adoption Model Project at the Austin campus of the University of Texas has identified seven Stages of Concern'' that teachers and other front line users of classroom innovations could have. This study examines, first, whether principals have the same or similar stages of concern about their change facilitator role, and, second, if they have distinguishable concerns, how these concerns shift as the change process unfolds. A brief review of concerns theory is followed by a description of the measurement procedures and a summary of the study design. A series of five short case studies are presented, accompanied by summary charts, to illustrate how change facilitator Stages of Concern'' looked and shifted during the period of the study. The researchers found that, while change facilitators' concerns are different in content from those of teachers, the overall concerns dynamic seems to be the same. A discussion of implications and of possible next steps for research and practice concludes the paper. (Author/MLF)

ED 221 037 FL 013 126

Cembalo, Michel Regent, Odile

Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-15p.; In: Melanges Pedagogiques, 1981. p70-82.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures, *Cultural Awareness, *French, Immersion Programs, *Language Attitudes, *Language Teachers, Postsecondary Education, *Study Abroad, Summer Programs

Short stays, such as a summer course, in the country where the target language is spoken have been recognized as advantageous to the second language learner. However, they have not been the object of much research. Therefore, a study was carried out to describe changes of attitudes towards country, culture, and language learning which occurred during a short summer course in France. The measurements consisted of a list of 92 statements to be rated on an agreement/disagreement scale. The results show little overall change in a group of 25 French teachers from Turkey, although in a few individual cases there were dramatic changes. It was found that the group as a whole developed a more positive attitude, but how far this attitude change helped effective language learning remains to be investigated. (Author/AMH)

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981).

American Association of State Colleges and Universities, Washington, D.C.

Report No.-ISBN-0-38044-066-X

Pub Date-82

Note-65p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036 ($2.50).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Policy, College Faculty, *Communism, Comparative Education, Cross Cultural Studies, Educational Facilities, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Higher Education, *International Educational Exchange, Political Influences, Sociocultural Patterns, Travel

Identifiers-*American Association of State Colleges and Univs

The experiences of a delegation of college and university presidents during a visit to the People's Republic of China (PRC) in July 1981 are recorded. The delegation visited over 20 universities as well as primary schools and middle schools in 5 provinces, hospitals, museums, and a commune. The mission resulted in a formal educational exchange agreement between the PRC and the American Association of State Colleges and Universities (AASCU). In the report, 15 higher education leaders give their impressions of the Chinese education system, culture, and people. Contents include a delegation roster, political and administrative map of the PRC, itinerary, introduction by AASCU President Allan W. Ostar, six essays, notes from delegates' remarks on prospects for change, notes on follow-up activities, and the texts of agreements drawn up. The essays include: A Frame of Reference of the People's Republic of China'' (Dallas K. Beal); A Visit to the People's Republic of China'' (Leslie Malpass); Lower and Middle Schools in China'' (Leslie Malpass); Higher Education: Policies'' concerning educational environment, ministries, integration in educational functions, and educational in-breeding (Thomas B. Day); Higher Education: Facts and Facilities'' concerning faculties and facilities (Leonard C. Nelson); and Highlights from the China Log'' (excerpts from Stephen Horn's journal). (MSE)

ED 220 598 CE 033 386

Hamar, Rosalind And Others
Women in Nontraditional Careers (WINC) Curriculum Guide.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Women's Bureau (DOL), Washington, D.C.
Pub Date-81
Note-422p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Adult Education, Career Education, *Career Exploration, *Career Planning, Curriculum Guides, Employment Opportunities, Females, Job Search Methods, Job Skills, Job Training, Learning Activities, *Nontraditional Occupations, *Persistence, Secondary Education, Sex Fairness, Sex Role, Sex Stereotypes, *Success, *Womens Education
Identifiers-Career Paths, *Life Planning

Intended for use by educators, counselors, and youth workers, this curriculum guide contains activities and resources for a nine-unit course to help young and adult women explore issues related to women and work and nontraditional employment. The course may be taught in a semester, over a full school year, or as a supplement to other inschool curricula or out-of-school employability programs. Topics covered in the nine units (and introduction and time required for each unit) are ideas and purposes of the course (1 week), role of women in America's history (2 weeks), women's place in the job market and jobs in the 1980s (3 weeks), community-based nontraditional job exploration (4 weeks), sex role stereotyping (2 weeks), six paths (four-year college, community college training, industry-sponsored training, apprenticeship, entrepreneurship, traditional jobs) leading to nontraditional jobs (2 weeks), strategies and tools to help succeed in nontraditional occupations (2 weeks), job-seeking and -getting skills (1 week), nontraditional life/job survival skills (2 weeks), and planning and fitting together career and life goals (2 weeks). Each unit contains an overview, activities (with objective, outline of procedures, time requirement, needed resources), and activity resources that are suitable for reproduction. Appendixes include a glossary and alphabetical indexes to activities and activity resources. (YLB)

ED 220 717 CE 033 821

White, Virginia

Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH.

Mississippi State Univ., Mississippi State.
Spons Agency-Appalachian Regional Commission, Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-Aug 80
Note-57p.; For related documents see CE 033 539-551.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Techniques, *Disabilities, *Individualized Education Programs, *Inservice Teacher Education, Learning Activities, Lesson Plans, Mainstreaming, Postsecondary Education, Secondary Education, Special Education, Transparencies, Units of Study, *Vocational Education
Identifiers-Mississippi

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on developing individualized education programs (IEPs) for handicapped vocational students contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a 3-hour inservice training session. The three lesson plans cover the characteristics of an IEP, steps in developing an IEP, and practical experience in IEP development. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application, evaluation, and summary. An appendix includes case study information for a practical exercise in IEP development. Directions for using the instructional inservice unit are included in the package. (SK)

ED 220 759 CG 016 165

Peabody, Shelley Ann Gelso, Charles J.

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.

Maryland Univ., College Park. Counseling Center.
Report No.-UM-CC-RR-4-81
Pub Date-81
Note-19p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Counseling Theories, *Counselor Characteristics, *Counselor Client Relationship, Counselors, Counselor Training, *Empathy, Higher Education, Individual Differences, Sexuality

Identifiers-*Countertransference

Virtually all counseling theories have viewed counselor empathic ability as an important condition for counseling, while the concept of countertransference, any therapist feelings or attitudes toward the client, has had a much shakier history. A two-part counseling analogue was designed to examine the relationship of male counselor trainees' (N 22) empathic ability to measures of countertransference behavior and countertransference feelings. Results revealed that empathy was negatively related to countertransference behavior with seductive female clients, but not with hostile or neutral clients. Counselor empathic ability was positively related to counselor reports of openness to countertransference feelings. The findings suggest, however, that there is a limit as to how often countertransference feelings may be experienced in a given counseling session without spilling over into countertransference behavior. (Author/JAC)

ED 220 823 CS 006 817

Hertel, Paula T.

Interference in Sentence Memory.

Pub Date-82

Note-32p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28-May 1, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, College Students, *Connected Discourse, *Error Analysis (Language), Higher Education, *Language Processing, Memory, *Reading Research, *Recognition (Psychology), Sentences

Identifiers-*Interference Effects

Two experiments were conducted to determine whether the connective structure of a passage might protect interrelated information from interference by irrevelant information in sentence recognition. Subjects of both experiments were college students enrolled in introductory psychology classes. In each, a rating task for unconnected phrases was interpolated between an incidental processing task for sentences and a forced choice recognition task. Phrases were designed to interfere with either the exact wording or the specific meaning of sentences, yet to be unrelated to the unifying theme. Interference on each level was obtained in memory for a list of thematically unrelated sentences, but not in memory for passage sentences, except under conditions in which the phrase pairs were explicitly related to the passage. These results seem to confirm the facilitative role of passage structure. (Appendixes include test sentences and graphs of results.) (Author/JL)

ED 221 017 FL 012 665

Dayley, Jon P.

Belizean Creole: Glossary. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-79
Contract-ACTION/PC-78-043-1037
Note-141p.; For related documents, see FL 012 663-664.
Language-English; Belizean Creole
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Creoles, Postsecondary Education, Reference Materials, *Second Language Instruction, Uncommonly Taught Languages, *Vocabulary
Identifiers-*Belize, Peace Corps

This English-to-Creole and Creole-to-English glossary is part of a four-volume set designed to teach Belizean Creole to Peace Corps volunteers. Common Creole words which do not occur in English and words that occur in both languages but with different meanings are included. The glossary is intended to serve as a guide to pronunciation of common Creole words, to increase the student's vocabulary, and to provide a periodic reference source. (RW)

ED 220 617 CF 033 462

Haney, Walt Woods, Elinor M.
Secondary Vocational Education, Basic Skills, and Employment. Revised.
Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-May 82
Contract-400-79-0026

Note-156p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Basic Skills, Blacks, Employment Level, *Employment Opportunities, *Employment Potential, Females, *General Education, Longitudinal Studies, Males, *Outcomes of Education, Secondary Education, Skill Development, *Vocational Education, Whites

A wide range of evidence was gathered to determine the interrelationship between participation in secondary vocational education, basic skills (reading, writing, and arithmetic), attainment, and gainful employment. Sources of data included research on basic skills needed in jobs, two national longitudinal data sets, previous studies, and test scores for a wide variety of predominantly white students over several years. Findings were that (1) basic skills are important for a wide range of occupations, but it is impossible to determine the exact level of basic skills that are functionally required for specific occupations; (2) the basic skills attainments of those participating in general and in vocational secondary programs appear to be similar; (3) graduation from secondary vocational education programs as opposed to general high school programs does appear, in at least some cases, to be associated with employment advantages; and (4) basic skills attainments as reflected in standardized test scores do not appear to be strongly related to employment success, once years of schooling are controlled for as a variable. The study concluded that secondary vocational education can yield employment advantages without giving clearcut advantages to its graduates in terms of basic skills attainment. (KC)

ED 220 636 CE 033 532

Wielinski, Donna L. And Others

Minnesota's Occupational Information System: Toward Improving the Network.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Spons Agency-Minnesota State Occupational Coordinating Committee, St. Paul.

Pub Date-Oct 81

Note-42p.; Parts of this document may not reproduce well due to small, light type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Research, *Employment Opportunities, *Information Networks, *Information Systems, Interviews, Labor Market, Labor Needs, *Occupational Information, *Organizational Communication, Program Development, Vocational Education

Identifiers-Linkage, *Minnesota, Occupational Information Systems

Research was initiated to investigate the concept of ``network'' as it related to the development of an occupational information system in Minnesota. Forty-eight users and producers of occupational information located in a number of Minnesota agencies were interviewed, with primary atention given to those agencies represented on the Minnesota Occupational Information Coordinating Committee. Individuals interviewed were selected to represent positions at all levels within each agency, as well as a diversity of job tasks, including the production of occupational information and use of such information for making guidance, placement, educational, or program planning decisions. Elements in the Minnesota network at all levels in each agency were identified and classified as users or producers of occupational information, or as both. The context and nature of the communication linkages between and among producers and users of occupational information were examined and existing formal and informal linkages between elements described. Facilitators and barriers to inter-organizational communication were identified, and recommendations were made concerning continued development of the Minnesota Occupational Information Network. (YLB)

ED 220 736 CG 016 141

Hood, Albert B.

Student Development on Three Vectors over Four Years.

Pub Date-19 Mar 82

Note-16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Persistence, *College Environment, *College Students, Higher Education, *Individual Differences, Interest Inventories, Interpersonal Relationship, *Life Style, Longitudinal Studies, Psychometrics, *Student Characteristics, *Student Development

Identifiers-*Student Development Vectors (Chickering)

It has been hypothesized that college students develop differently in various areas of experience, that they learn to deal with interpersonal relationships early in their college experience, but that they may not have time to develop leisure interests. Instruments designed to assess growth on three of Chickering's student development vectors (Developing Purposes, Freeing Interpersonal Relationships, Establishing Identity) were administered to incoming college freshmen and readministered to the same group 4 years later. No substantial changes were found on the Developing Purposes vector. Substantial growth was found on the Freeing Interpersonal Relationships vector. Significantly lower scores were found on the Establishing Identity vector indicating negative growth in this area. Results suggest that for many students, growth on certain vectors is more likely to occur after college. (Author/JAC)

ED 220 783 CG 016 190

Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date-27 Jan 82

Note-176p.; Not available in paper copy due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alcoholism, *Delinquency Prevention, *Drug Abuse, *Drug Rehabilitation, Elementary School Students, Elementary Secondary Education, Family Problems, Hearings, *Juvenile Courts, Parent Child Relationship, School Policy, *School Role, Secondary School Students, Student Needs, *Youth Problems

This report on drug abuse in the schools is based on the testimonies of several panels at a Congressional hearing. The materials contain reports from: (1) a group of students talking about their experiences with drugs, alcohol, and delinquency; (2) law enforcement officials and judicial representatives discussing innovative judicial approaches and highlighting students' problems from an insider's perspective; and (3) counselors, educators, and parents emphasizing the need for cooperation. The report also focuses on the impact of federal funding cuts and the success of several current drug rehabilitation programs. Parent participation and the responsibility and role of the schools are also described. The document concludes with letters from adolescents pointing out the importance of drug rehabilitation programs and protesting proposed cuts in services. (JAC)

ED 220 941 EA 014 863

Hilliard, Robert L.

Curriculum's Technology Lag (Curricula and Television Literacy).

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Democratic Values, Elementary Secondary Education, Futures (of Society), Higher Education, *Literacy, *Mass Media Effects, Popular Culture, Propaganda, *Television, *Visual Literacy

Identifiers-*Television Literacy

Television has become such an important factor in our culture that it must be made a part of the educational curriculum if our free and democratic society is to survive. Those who know how to use the television medium are able to brainwash the rest of us easily, for most of us are television illiterates. The development of print literacy, opposed by totalitarian regimes, eventually led to the political revolutions that permitted the emergence of democracy, but print is no longer the major source of information in developed nations. All students in all fields of endeavor should have at least as much exposure to visual literacy courses as they have to print literacy composition and literature courses if they are to function in and contribute effectively to their society. Courses in the mass media should be made a basic aspect of education at all levels, from elementary school through higher education. (Author/PGD)

ED 221 058 FL 013 204

Guttentag, Robert And Others

Obligatory Processing of Words in Two Languages by Bilinguals.

Pub Date-82

Note-10p.: Paper presented at the Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, English, French, *Interference (Language), Language Dominance, *Language Processing, Language Research

An experiment is described that is designed to test for the operation of an input switch mechanism in bilinguals. Their ability to selectively avoid processing words presented in one of their languages while they are attending to words presented in their other language is described. The 20 subjects were all French-English bilinguals. The specific method used was the flanker task, in which three vertically-arranged words are presented, the center word being the target and the two outside the flankers. Four types of flanker-target relationships were included. From the response times, it was concluded that the subjects were obliged to process the flanker words semantically, which suggests that bilinguals do not switch off the processing of words in one language even when they are engaged in processing words in their other language system. (EKN)

ED 220 580 CE 032 525

Henderson, Wm. Edward, Jr.

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Spons Agency-South Carolina Appalachian Council of Governments, Greenville.

Pub Date-28 Feb 82

Contract-ARC-211-B

Note-48p.; For related documents see CE 032 524-530.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Articulation (Education), Behavioral Objectives, *Business Skills, Competence, Competency Based Education, Curriculum Development, Educational Planning, Guidelines, Instructional Materials, Job Skills, Learning Modules, *Office Occupations Education, Postsecondary Education, Program Development, Secondary Education, Vocational Education

Identifiers-South Carolina

A project was undertaken to develop a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels that would prepare students for entry-level employment in business and office occupations. To accomplish this goal representatives from 15 South Carolina high schools 2 secondary level vocational centers, the school district of Greenville County, South Carolina, and secretarial science department instructors from the postsecondary level program of Greenville Technical College met in task force committee meetings and workshops to coordinate similar secondary and postsecondary programs and to laterally articulate similar programs at the secondary level. After identifying major objectives for job competency and performances to obtain the objectives, task force members developed criterion-referenced measures of competence as a guide for articulating the various programs. Also developed during the project was an articulated, performance-based instruction objectives guide for business and office education. Included in the guide were learning modules in the following subject areas: typewriting, shorthand, accounting, office procedures, and business English. (MN)

ED 220 691 CE 033 787

Crowell, Mayme Rudolph, Marva

Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.

Oak Ridge Associated Universities, Tenn.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Sep 82
Contract-DE-AC05-760R00033
Note-54p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Continuing Education, Fringe Benefits, Labor Force Development, Program Administration, Program Content, Program Costs, *Program Effectiveness, Program Implementation, Questionnaires, *Staff Development, *Student Financial Aid, Surveys, Training Allowances, *Tuition, *Tuition Grants
Identifiers-*Department of Energy, Employee Assistance Programs, Energy Education, *Private Sector, Tuition Benefit Programs

A study compared the tuition-aid programs of the Department of Energy (DOE) contractors with U.S. private industry education-assistance programs. In order to complete their comparative analysis, researchers mailed questionnaires to 51 DOE contractors. Particular emphasis was placed on requirements for tuition aid, allowable expenses, level of reimbursement, and other educational options. After some follow-up, 42 completed questionnaires were returned. Analysis of data obtained from the survey revealed that, on the whole, DOE contractor tuition-aid programs were quite similar to corresponding private industry programs. Both types of programs had similar requirements, allowed similar expenses, and operated comparable costs. However, the number of DOE contractor tuition-aid recipients (based on comparisons that take facility size and function into account) was slightly higher than that reported by private U.S. companies. (MN)

ED 220 804 CS 006 793

Malmquist, Eve, Comp.

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.

International Reading Association, Newark, Del.

Report No.-ISBN-0-87207-338-6

Pub Date-82

Note-84p.

Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 338, $3.00 member, $4.50 non-member).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, *Comparative Analysis, *Comparative Education, *Cross Cultural Studies, Cultural Context, Foreign Countries, Higher Education, *Reading Instruction, *Reading Research

In an attempt to locate studies from various cultures and nations that would provide useful sources for university courses in comparative reading, this booklet provides annotated sources of international reading studies, as well as three articles on comparative reading. Following an introduction, the first part of the booklet begins with an article on the value of comparative reading. This is followed by the bibliography, which is divided into sections on (1) methodology of comparative education and comparative reading, (2) studies and descriptive reports, and (3) reviews and descriptions of the state of the art regarding research and/or the teaching of reading. The second part of the booklet contains two viewpoints on university courses in comparative reading, including an example of a cross-national study on primary reading. (HTH)

ED 220 844 CS 207 166

Spanjer, Allan Layne, B. H.

The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.

Pub Date- 79

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Elementary Secondary Education, Higher Education, *Language Attitudes, *Teacher Attitudes, Teachers, Workshops, *Writing (Composition), Writing Instruction, *Writing Processes, *Writing Research

A study was conducted to determine whether or not training in teaching writing with a process approach might change teacher attitudes toward language in a direction more consistent with linguists' recognition of the dependence of language on its appropriateness to the writer's purpose. Subjects were 79 writing teachers, elementary through college, participating in one of three writing process workshops that followed the format established by the Bay Area Writing Project. Subjects were given a pretest one month prior to the workshop and a posttest on its final day. Language Inquiry,'' an inventory of attitudes toward language, was selected to assess the attitudes of the participants. In developing this instrument, the author used the judgments of ten linguists to rate the appropriate response for each item. The linguists' ratings were the standard against which respondents' answers were measured. The results of the study indicated that the subjects did change their attitudes toward language to be more congruent with those of linguists, but only modestly. After completing the workshop, the writing teachers were still much less usage-dependent and descriptive in attitudes than are linguists. The results did not support the assumption that elementary and middle school teachers were more apt to change their attitudes toward language than secondary and postsecondary teachers, since there were no significant differences between groups. (HTH)

ED 220 883　　　　　　　　　　CS 503 935

Shatzer, Milton J. And Others

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.

Spons Agency-Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date-May 82
Note-34p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Attitude Change, Attitude Measures, *Cultural Awareness, Cultural Differences, Cultural Education, Culture Contact, Ethnicity, High Schools, *Mass Media Effects, *Programing (Broadcast), Stereotypes, *Student Attitudes, *Television Research, *Television Viewing
Identifiers-Japan, *Shogun

Working on the assumption that young people in the midwestern United States do not have many opportunities to witness an extensive representation of a remote culture, a study was designed to describe the social and psycho-sociological characteristics of those youngsters who were likely to be exposed to Shogun'' on television. Specifically, the study explored the possible linkages between exposure to the program and knowledge about Japanese history, language, and customs; attitudes toward interaction with the Japanese; and stereotypes of Japanese. Two days after the termination of the broadcast of Shogun,'' a questionnaire was administered to 676 high school students. The instrument contained several sections corresponding to the following: general television exposure; exposure to Shogun''; reasons for watching Shogun''; experience while watching Shogun''; knowledge of Japanese history, language, and customs; general reasons for watching television; attitudes toward learning about other cultures; stereotypes associated with the Japanese; notion of social distance; ethnocentrism; and demographics. Findings revealed that heavy TV viewers would be among those watching specials like Shogun.'' These same viewers would watch in order to expose themselves to other cultures and to try to understand them. For those who watched TV for stimulation, this exposure would lead to a more negative stereotype of other cultures. The most impressive findings seemed to be the amount of knowledge that was predicted from exposure to Shogun.'' At least on a short-term basis, special TV broadcasts can be useful in increasing the knowledge of adolescent viewers. (HOD)

ED 220 922 EA 014 839

Norwood, Frank W.

Public Telecommunications Policies and Education's Options.

Pub Date-81

Note-10p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Administrator Role, Communications Satellites, Educational Television, *Government Role, *Policy Formation, *Public Policy, Public Television, Teacher Role, Technological Advancement, *Telecommunications

Identifiers-*Educator Role, Federal Communications Commission, *Joint Council on Educational Telecommunications, Telecommunications Policy

The use of satellite telecommunications for educational and other public service purposes has been restricted by educators' lack of awareness of the potential that exists. While industry actively promotes its own interests, educators rarely even realize that international policies being made today will affect critically the options available for the use of technology tomorrow. One tool educators are using is the Joint Council on Educational Telecommunications (JCET), founded in 1950 to prevent television channels from becoming as inaccessible to educators as radio stations had become. Interacting in later years with such agencies as the Federal Communications Commission and the National Aeronautics and Space Administration, the JCET has had an impact on the use of satellites for public service broadcasting, but unless an advantageous telecommunications policy becomes a priority among educators generally, promising programs and agencies in the area will continue to be first to fall under the budget-cutter's axe. The author, a member of the JCET, concludes that educators can participate in forming communications policy or can leave the decisions to others, but must accept the consequences. (Author/PGD)

ED 220 980 EA 014 983

Illinois Public School Enrollment Analyses and Projections.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date-Jul 82
Note-49p.; Some pages may reproduce poorly due to light print of original document.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Birth Rate, *Declining Enrollment, Elementary Secondary Education, Enrollment Influences, *Enrollment Projections, *Enrollment Trends, Graphs, Minority Group Children, Private Schools, Public Schools, School Statistics, State Surveys, Tables (Data)
Identifiers-*Illinois

Fourteen tables and four graphs present data on 1971-82 enrollment changes in Illinois public elementary and secondary schools for the state, county, and school district levels. Changes in the statewide enrollment of racial and ethnic minority groups are also examined for the same period. The authors discuss factors affecting Illinois enrollment changes including births since the 1940s, population migration, and nonpublic school enrollments and make estimated projections of enrollments through 1996. Among the study's findings are that Illinois has experienced greater enrollment decline than the nation as a whole; all but four Illinois counties have had enrollment declines; the chief factor causing Illinois enrollment changes has been the drop in births from about 1960 to 1975; and Illinois public school enrollments will continue to decline through 1990 but will increase gradually thereafter until about 1996. (Author/RW)

ED 220 999 EC 150 021

Dunst, Carl J.

An Early Childhood Intervention Curriculum Matrix.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Pub Date-Aug 81

Note-70p.; Prepared through the Family, Infant and Toddler Project.

Available from-George Peabody Coll. of Vanderbilt Univ., John F. Kennedy Center for Research on Education and Human Development, Information Services, Box 40, Nashville, TN 37203 ($3.00).

Pub Type- Reference Materials (130) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communication Skills, Concept Formation, *Curriculum Development, *Developmental Disabilities, Early Childhood Education, High Risk Persons, *Intervention, *Learning Activities, *Mental Retardation, Motor Development, Number Concepts, Perceptual Motor Coordination, Skill Development, Spatial Ability, Teaching Methods

The paper describes an approach for identifying intervention strategies, techniques, procedures, and activities designed to enhance the developmental competencies of handicapped, mentally retarded, developmentally disabled, and at risk children (birth to 4 years of age). Curriculum procedures are classified according to domains of intervention and whether the intervention strategies are a primary or secondary source of activities for facilitating a given set of competencies. The paper is divided into four major sections. In the first section, the intervention domains included on a curriculum matrix are operationally described and defined. The second section describes the general procedure that can be followed in using the curriculum matrix. The curriculum matrix itself is presented in the third section. Matrixes are provided for developmental age ranges of birth to 1 year, 1 to 2 years, 2 to 3 years, and 3 to 4 years. Curriculum intervention procedures are categorized according to the following areas: gross motor, personal-social, hearing and speech, eye-hand coordination, manipulation, prequantitative reasoning, object permanence, means-ends abilities, vocal imitation, gestural imitation, causality, spatial relationships, schemes for relating to objects, nonverbal/verbal communication, and preoperational concepts. A curricula bibliography makes up the fourth section. (Author/SW)

ED 221 018 FL 013 065

Hartford, Beverly, Ed. And Others

Issues in International Bilingual Education: The Role of the Vernacular.

Pub Date-82

Note-348p.

Available from-Plenum Publis[illegible]poration, 233 Spring Street, New York, NY 10013 ($42.50).

Pub Type- Books (010) - Collected Works - General (020) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, *Bilingualism, Bilingual Schools, Cognitive Development, Curriculum Development, *Educational Policy, French, Haitian Creole, Immersion Programs, Language Planning, *Multilingualism, *Native Language Instruction, *Nonstandard Dialects, Teacher Education, Testing

Identifiers-Europe, French (Cajun)

The fifteen articles in this volume are generally concerned with the role of vernacular language in bilingual education on an international scale. They examine specific nations and how bilingualism affects their social milieu. The following articles are included: (1) Bilingualism and the Vernacular,'' by Shana Poplack; (2) The Bilingual's Linguistic Repertoire,'' by Braj Kachru; (3) Cognitive Development in Bilingual Environment,'' by Carolyn Kessler and Mary Ellen Quinn; (4) Immersion Education: Applicability for Nonvernacular Teaching to Vernacular Speakers,'' by Merrill Swain; (5) Evaluation and Testing in Vernacular Languages,'' by John Oller, Jr.; (6) Third World Vernacular/Bi-Multilingual Curricula Issues,'' by Isaura Santiago Santiago; (7) Educational Reform and the Instrumentalization of the Vernacular in Haiti,'' by Albert Valdman; (8) The Richford Experience: French Bilingual Education as a 'Basic' Approach to Language Competence,'' by Phyllis Hagel; (9) The Role of the Vernacular in Transitional Bilingual Education,'' by Rodolfo Jacobson; (10) Teacher Training for Bilingual Education: An International Perspective,'' by Rudolph Troike and Muriel Saville-Troike; (11) The Cajun French Debate in Louisiana,'' by Gerald Gold; (12) The Status of Languages in Europe,'' by Guy Heraud; (13) Education for Separatism: The Belgian Experience,'' by Elizabeth Sherman Swing; (14) American Bilingualism: The Need for a National Language Policy,'' by Charles Foster; and (15) Issues in Bilingualism: A View to the Future,'' by Beverly Hartford. (MES)

ED 221 077 HE 015 158

Unwin, Derick, Ed.

Research and Development in Higher Education. Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Report No.-ISBN-909528-34-9

Pub Date-May 79

Note-195p.

Available from-Higher Education Research and Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, N.S.W., Australia 2033.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Administrator Responsibility, Adult Learning, *Adult Students, Cognitive Ability, College Applicants, College Students, Community Health Services, Comparative Education, Continuing Education, *Curriculum Development, Curriculum Evaluation, Delivery Systems, Educational Change, Educational Objectives, Educational Research, *Experiential Learning, *Faculty Development, Foreign Countries, *Higher Education, Instructional Design, Interprofessional Relationship, Microbiology, Microteaching, Science Laboratories, Student Characteristics, *Student Evaluation, Teacher Administrator Relationship, Teacher Educators

Identifiers-*Australia, Europe, University of Newcastle (Australia)

Papers from the 1979 conference of the Higher Education Research and Development Society of Australasia, whose theme was the promotion of higher education research and development, are presented. Specific topics were staff development in higher education, field experience, assessment and evaluation, teaching methods and curriculum design, and the tertiary student. Papers and authors are as follows: The Changing Student'' (Malcolm Skilbeck); Research in Adult Education'' (Barrie Brennan); Staff Development for Experience-Based Learning'' (Dave Boud and John Pascoe); European Approaches to Staff Development'' (Dietrich Brandt); Preventing Industrial Conflict in Higher Education'' (Tom M. Heffernan); Intervention and Staff Development'' (Ray McAleese); Learning in General Practice The Newcastle Experience'' (Sandy Reid); Group Medicine'' (Andrew Hill); Student Response to Continuous Assessment, Examination Format and Peer Marking'' (John Coulson); Evaluation of a Comprehensive Programme for Student Assessment'' (Grahame I. Feletti and Graham Colditz); The Adaptation of Flanders Interaction Analysis to Evaluation of University Teaching'' (Heinz-Otto Gralki); Evaluating an Educational Inservice Program'' (Jacqueline Lublin); The Management of Client Relationships in Instructional Design'' (John Hedberg); Scientific Enquiry in University Laboratory Classes'' (Elizabeth H. Hegarty); Visual Analogies in Higher Education'' (Deane W. Hutton); Curriculum Evaluation in Higher Education: Self Reflection in a Critical Community'' (Stephen Kemmis and Clare Hughes); Self Selecting Mature Age Students'' (Allan Pitman); Student Attitudes at a New and Old University'' (J. S. Western and Ernest Roe); and summary of nonformal conference activities (Roger Landbeck). (SW)

ED 221 093 HE 015 357

Ivkovich, Janice M.

A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities.

Pub Date-Jun 82

Note-152p.; Graduate student research project, Indiana University, South Bend.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Biology, *College Curriculum, *Course Descriptions, Course Objectives, Educational Objectives, Higher Education, Instructional Design, *Introductory Courses, Lecture Method, *Nonmajors, School Surveys, *Science Instruction, Science Laboratories, Teaching Methods

Identifiers-Canada, United States

The current status and frequency of nonmajor biology courses offered in colleges and universities in the United States and Canada were investigated. A random sample of 300 four-year colleges was sent a questionnaire and a request for copies of their syllabi for nonmajor biology courses and other nonmajor science courses. Of the 134 respondents, 100 had at least 1 nonmajor biology course, and syllabi were sent for 62 of the 100 courses. The information about availability, type, format, goals and emphases, and content of nonmajor biology courses was to be used by educators interested in science for the nonscience major, and by faculty at Saint Mary's College, Indiana, to aid in a revision of a two-semester nonmajor biology course. The total number of titles for nonmajor biology courses was 186 with 31 percent of these general biology titles. The rest were mostly topics courses divided into 11 areas. The nonmajor biology courses were 60 percent general courses. Most of the 100 nonmajor biology courses could be used to help meet science core requirements, while the majority also lacked prerequisites. The three most popular course goals were to understand biological principles and concepts, to understand human biology, and to understand the interactions of the biosphere and the human role in it. Analysis of the 62 syllabi was limited to lecture examinations, lecture content, and laboratory content. The typical nonmajor biology course had no prerequisites and was a one semester, 3- or 4-hour course. The format was lecture three times per week and a traditional laboratory. A literature review and study recommendations are included, along with a sample questionnaire and syllabus content form. (SW)

Katz, Douglas S.
Volunteers in Vocational Education. Field Test Report.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date-May 82
Contract-300-79-0796
Note-34p.; For a related document see CE 033 554.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education, *Demonstration Programs, *Educational Improvement, Educational Innovation, Field Tests, Postsecondary Education, Secondary Education, *Urban Areas, *Vocational Education, *Volunteers
Identifiers-Florida (Dade County), Illinois (Chicago), New Mexico (Albuquerque), Pennsylvania (Philadelphia)

This report describes four projects designed to expand the use of volunteers to improve vocational education in urban areas. Following an introduction, four sections look at the 12-month projects in Albuquerque, Philadelphia, Dade County (Florida), and Chicago that field tested a handbook for the design, implementation, and evaluation of vocational volunteer programs. Each project description covers some or all of these areas: context, the educational system, and demonstration project activities, including goals and objectives, project advisory committees, recruitment of volunteers, results, and impact. The final section of the report presents these conclusions based on the demonstration activities: volunteers can be of assistance to vocational education; 12 months was too brief a time period to achieve all that was expected; development of realistic goals and objectives represented a potential problem area; and none of the demonstration sites were adequately prepared or overly interested in conducting a thorough evaluation of their accomplishments. (YLB)

ED 220 674 CE 033 619

Wonacott, Michael E.

Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Department of Education, Washington, DC.

Report No.-ISBN-0-89606-093-4

Pub Date-82

Note-47p.; For related documents see CE 033 620, ED 142 713-715, ED 149 059-120, ED 149 151-158, ED 149 172-175, ED 153 056-065, ED 153 076-083, and ED 154 209-218.

Available from-American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Adult Vocational Education, Attitude Measures, Behavioral Objectives, Case Studies, *Competency Based Teacher Education, Disabilities, *Exceptional Persons, Gifted, Higher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Limited English Speaking, Minority Groups, Nontraditional Occupations, Retraining, *Teacher Attitudes, Teacher Evaluation, *Teacher Role, Teaching Skills, Vocational Education, *Vocational Education Teachers

Identifiers-Special Needs Students

This module, one in a series of performance-based teacher education learning packages, focuses on skills that vocational educators and other occupational trainers need to create learning environments that are accessible, accommodating, and equitable in meeting instructional needs of exceptional students. The purpose of the module is to give educators skill in defining their roles in serving exceptional students, in reviewing their attitudes, and in gaining greater experience with people who have exceptional needs. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, terminology, and general information. The main portion of the guide includes three learning experiences based on the enabling objectives. Each of the first two learning experiences includes educational activities with information sheets, case studies, and self-evaluation forms. Optional activities are also provided. Completion of the first two study sections should lead to achievement of the terminal objective administered in the third and final learning experience that includes a teacher-performance assessment form. (YLB)

ED 220 737 CG 016 142

Matkin, Ralph E. And Others

Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.

Southern Illinois Univ., Carbondale. Rehabilitation Inst.
Spons Agency-National Rehabilitation Association, Alexandria, Va.
Pub Date-Mar 82
Note-133p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Education, *Administrator Role, Administrators, *Educational Needs, Higher Education, Inservice Education, *Management Development, Occupational Surveys, Professional Recognition, *Rehabilitation Centers, *Supervisors

The validity of rehabilitation administration as a specialized field rests on a questionable foundation due to the limited data regarding management personnel within rehabilitation facilities and agencies. A survey of 243 members of the National Rehabilitation Administration Association was conducted to identify work assignments, inservice training needs, and academic preparation. Subjects completed the Rehabilitation Administration Task Inventory (RATI). Data showed that the vast majority of rehabilitation administrators and supervisors were Caucasian, male, and non-handicapped, although the incidence of female and handicapped personnel tended to be higher than in the business community. Only a small percentage of administrators and supervisors had any formal training for their role; most came from the direct service practitioner ranks. All levels reported moderate inservice training needs. A Technical Information Supplement containing the RATI and additional data tables is appended. (Author/JAC)

ED 220 760 CG 016 166

Sengstock, Mary C. And Others
Elderly Multiple Victims: More Frequent than Commonly Thought?
Spons Agency-NRTA-AARP Andrus Foundation, Washington, D.C.
Pub Date-Nov 81
Note-22p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Behavior Patterns, *Fear, *Gerontology, *Older Adults, Research Methodology, *Research Problems, *Victims of Crime, Violence

It has been suggested that surveys dealing with the incidence of crime among the elderly do not take into account the varying individual and group levels of fear and exposure to threat of victimization. Data from Law Enforcement Assistance Administration surveys were used to review the personal victimization of older persons, incorporating the generally neglected category of series victimizations, i.e., a number of similar victimizations during a 6-month period. Analysis showed that while personal series victimizations of the elderly were relatively rare, failure to deal adequately with them resulted in an underestimation of the prevalence of victimization among older persons. A conservative re-estimate increased the frequency by about 10%. Results also showed that the poor were frequent victims and that attempted assaults were most likely to be classified as series events. The findings suggest that further analysis of series incidents is needed to understand their importance in the examination of victimization of the elderly. (JAC)

ED 220 784 CG 016 191

Patterson, Jerri And Others

Family Assessment Process Manual.

Thomasville Board of Education, Ga.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-82

Grant-G008002126

Note-162p.

Available from-Thomasville City Schools, P.O. Box 1999, Thomasville, GA 31792 ($5.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Attitude Measures, Community Services, Delivery Systems, Developmental Disabilities, *Evaluation Methods, *Family (Sociological Unit), *Family Counseling, Family Problems, *Human Services, *Intervention, *Needs Assessment, Program Guides

The five-step family assessment process presented in this manual is designed to facilitate the accurate, organized collection of information necessary for the development of an intervention plan for families with children. The materials contain the five forms that are to be completed as part of the assessment process, including a: (1) family interview form for a complete social history of the child; (2) parent questionnaire for identification of information areas; (3) resource utilization checklist for identification of required community services; (4) family needs inventory for staff review of family needs; and (5) individual family plan for development of a contract between staff and family to set goals and plan activities. Each section of the assessment process is explained with the help of a sample case summary. The manual is written from a social service perspective and is meant to be self-explanatory to helping professionals. Sample forms are also included along with a list of references and resources. (JAC)

ED 220 824 CS 006 818

Maine Studies ECRI.

Maine Mastery Learning Consortium, Gardiner.

Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.

Pub Date-Jun 82

Grant-G008002878

Note-46p.

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Program Content, *Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Tests, School Districts, State Programs, *Student Placement, Teacher Response

Identifiers-*Exemplary Center for Reading Instruction, Maine

The articles in this booklet address the questions raised by the Maine Learning Consortium in its efforts to look closely at, describe, and assess the use of programs such as the Exemplary Center for Reading Instruction (ECRI). Based on interviews with six teachers, the first article examines student achievement gains through the use of ECRI. Student textbook placement as one indicator of increased achievement is addressed in the second article, which compares reading placement by grade level in the fall of 1976 (before the use of ECRI) and in the fall of 1980 (after the use of ECRI). The third article describes changes in several achievement subtest scores for students in one school. The analysis of the effect of ECRI instruction on student performance in one Maine school district presented in the fourth article includes several sets of information from different sources to be used by the board of directors as they review programs. The fifth article describes a district-wide program evaluation process that evolved from questions originally raised from the community. The final article describes the Consortium's assessment of changes in teacher's level of use of ECRI based on self-reports from more than 350 teachers over 3 years. (HOD)

ED 220 864   CS 207 198

Haugen Nancy S., Ed. And Others

A Guide to Teaching Creative Writing: Poetry.

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-81

Note-62p.; Also sponsored by the Wisconsin Native American Teacher Corps.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Creative Writing, Elementary Secondary Education, *Poetry, Teaching Guides, *Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers-Wisconsin Writing Project, Writing Projects

A product of the Wisconsin Writing Project, this guide for teachers is intended to stimulate students' writing and reading of poetry and help them derive a greater understanding of the craft. A discussion of definitions and an overview of the guide are followed by descriptions of student needs and goals. The major portion of the guide contains a variety of activities for K-12, divided into primary, intermediate, and secondary levels, each with objectives, strategies, activities, and models. This is followed by suggestions for evaluating poetry at the elementary and secondary levels. The guide concludes with a bibliography and a list of other suggested resources. (HTH)

ED 220 904 CS 503 963

Becker, Carl B.
Philosophical Perspectives on Values and Ethics in Speech Communication.
Pub Date-Nov 82
Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communication Problems, *Educational Philosophy, *Ethics, *Speech Communication

There are three very different concerns of communication ethics: (1) applied speech ethics, (2) ethical rules or standards, and (3) metaethical issues. In the area of applied speech ethics, communications theorists attempt to determine whether a speech act is moral or immoral by focusing on the content and effects of specific speech acts. Specific areas of study include falsehood, hurtful statements, exhortations to immorality, and silence. Ethical rules attempt to tell us whether speech acts are moral by looking not at their content but rather at the attitudes and qualities surrounding the act itself. Metaethical issues involve being aware of cultural differences in speech acts without falling into the trap of relativism where no speech act is more ethical than any other. (JL)

ED 220 961 EA 014 946

Hall, Gene E. And Others

Three Change Facilitator Styles: Some Indicators and a Proposed Framework.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Agents, *Change Strategies, Elementary Education, *Instructional Innovation, Intervention, *Leadership Styles, Longitudinal Studies, *Principals, Program Implementation, Teacher Administrator Relationship

Identifiers-*Concerns Based Adoption Model, *Principal Teacher Interaction Study

This paper describes principals' behavior as they facilitate the implementation of an innovation in their schools. The paper uses data from research conducted by the Concerns-Based Adoption Model Project at the Austin campus of the University of Texas. The behaviors of nine principals are associated with three change facilitator styles'' named by the researchers Responder, Manager, and Initiator. The paper first reviews selected literature on the role of leaders, then describes the studies and experiences that have led to the development of the three styles. A framework is outlined that suggests some of the ways that these three change facilitator styles can be related to each other and to the overall picture of change facilitation at the school level. A discussion of research, practice, and training implications concludes the paper. (Author/MLF)

ED 221 038 FL 013 127

Gremmo, Marie-Jose

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-13p.; In: Melanges Pedagogiques, 1981. p83-94.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Learning, Attitudes, Bias, *Communicative Competence (Languages), *French, Independent Study, Language Styles, *Native Language Instruction, Postsecondary Education, *Second Language Learning, *Speech Communication, Teaching Methods, *Transfer of Training

Second language learners are engaged in a self-directed learning program which is supported by regular interviews with their counsellor. Interviews with 15 persons were recorded during a 1-year period in order to get data for an analysis of the ways native and second language learning are similar to each other and so mutually helpful. The data indicated that the instruction these learners had received as children in and about their native language led to the unconscious development of certain ideas about language and language acquisition, and that these ideas influence their second language learning. Some of the characteristics seem to pertain to the nature of first language teaching, in this case French. They have to do with the timing of formal instruction in the native language. that is, after several years of communicating in the language, the importance given to analytical procedures and cultural aims. Other influences deal with undue emphasis on the written form of the language, the normative approach in teaching le bon francais,'' and a theoretical and technological lag in methodology. In spite of these more or less negative influences, reflection on the first language facilitated learning the second language and indicated ways in which both first and second language learning could be mutually helpful. (Author/AMH)

ED 221 059 FL 013 205

Rubin, Joan

How to Tell When Someone is Saying No'' Revisited. Professional Papers.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Jun 81

Note-17p.; Performed pursuant to cooperative agreement 00-CA-80-0001. Revision of paper which appeared in Topics in Culture Learning'' August 1976.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Comprehension, *Cultural Awareness, *Language Usage, *Language Variation, *Negative Forms (Language), Second Language Learning, Social Values, Sociocultural Patterns, Sociolinguistics, *Speech Communication

Identifiers-*Speech Acts

There is a great deal of knowledge required to send or receive a message of no.'' The acquisition of communicative competence, i.e., the ability to interpret the full meaning of a message and the ability to properly formulate such messages, requires three levels of knowledge. These three levels are all needed in the interpretation of the message of negation. First of all, a person from another culture must find the appropriate form function relationship. Next, one needs to learn which social parameters enter into the speech act. Finally, it is essential to t a group on the underlying values of the society. Examples of ways of ying no across several cultures are given. The examples illustrate t confusion can easily arise when both participants in the speech act not possess communicative competence at all three levels. (EKN)

ED 220 599 CE 033 393

Richards, Whitman, Ed. Dismukes, Key, Ed.

Vision Research for Flight Simulation. Final Report.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Spons Agency-Air Force Human Resources Lab., Williams AFB, Ariz.

Report No.-AFHRL-TR-82-6

Pub Date-Jul 82

Contract-F33615-80-C-0009

Note-109p.

Pub Type- Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, Cooperation, *Flight Training, Military Training, *Research Methodology, *Research Needs, *Simulation, *Vision, Workshops

Identifiers-*Flight Simulation, *Visual Displays

Based on a workshop on vision research issues in flight-training simulators held in June 1980, this report focuses on approaches for the conduct of research on what visual information is needed for simulation and how it can best be presented. An introduction gives an overview of the workshop and describes the contents of the report. Section 1 discusses the general need for research in the area and suggests ways to facilitate the research needed and to stimulate interaction between scientists and simulation researchers. Section 2 describes some technical problems in more detail and gives a few examples of applying research strategies to these problems. Five appendix papers provide examples of research strategies. Primary emphasis is given to low-level flight, in which extraction of visual information from terrain features is crucial but little understood. Values and pitfalls are described of these strategies for exploring which visual features should be used in low-level flight: systematic condensation of opinions, particularly of pilots (appendix A); geometric analysis of terrain information potentially usable (B); and psychophysical analysis of visual processing modalities (C and D). Appendix E examines equipment requirements for display of visual information. Appendix F lists workshop topics and participants. (YLB)

ED 220 618 CE 033 473

Latta, E. Michael

State Level Perspectives on Research Programming for the 1980's: A North Carolina View.

Spons Agency-American Vocational Education Research Association, Washington, D. C.; Coordinating Committee on Research in Vocational Education (ED), Washington, D.C.

Pub Date-29 Jul 82

Note-14p.; Paper presented at A Colloquium on Vocational Research for the 1980's (Washington, DC, July 29, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Citizen Participation, Community Involvement, *Educational Finance, *Educational Planning, *Educational Policy, Educational Research, Financial Support, Futures (of Society), Long Range Planning, *Research Needs, School Community Relationship, Statewide Planning, *Vocational Education

Identifiers-North Carolina

The major vocational education research needs in North Carolina in the 1980s should represent the major research areas in other states. Research issues will fall into four major areas: policy, planning, finance, and citizen participation. If no appropriate state policy on vocational education is in place, an appropriate one must be established and an organizational arrangement to implement it must be developed. A review of the planning process should address three fundamental questions: (1) What is needed to establish a better method for job forecasting? (2) What is required to assure effective teachers and appropriate curriculum guides? and (3) Does planning focus on the student? Finance inquiry should investigate a basic funding formula to sustain programs in the future and a weighted formula'' to service the disadvantaged and the handicapped. Aspects of citizenship participation that need study are citizen views of the effectiveness of vocational education and advisory councils. For any research efforts to have appreciable impact on a state's educational policy, the state must have a commitment to research, and previous research should have been used to improve programs. (YLB)

ED 220 637 CE 033 534

Cordova, Rose Mary Phelps, L. Allen
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
Illinois Univ., Champaign. Coll. of Education.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-1 Jul 82
Contract-R-32-22-J-2106-435
Note-247p.; For a related document see CE 033 559.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Awareness, Classroom Observation Techniques, Diagnostic Tests, Educational Diagnosis, Educational Planning,

Educational Resources, Educational Testing, *English (Second Language), *Evaluation Methods, *Limited English Speaking, Postsecondary Education, School Counseling, Secondary Education, Second Language Instruction, *Student Evaluation, Teaching Methods, *Test Use, *Vocational Education
Identifiers-Illinois

This handbook is designed to assist teachers, administrators, counselors, and others involved in identifying, assessing, and placing limited English proficient (LEP) students in vocational education programs. The handbook consists of four sections. The first section offers a series of suggested approaches and procedures to use in identifying LEP students. Section 2, describing the referral process, includes steps and suggestions for designing or using referral guidelines in local educational agencies. Section 3 provides suggestions and procedures for assessing LEP students in the following areas: English language proficiency; native language proficiency, vocational interest, vocational aptitude/skills; career awareness; educational achievement; and cultural adjustment. Section 4 describes some major ways of using assessment data, including counseling, placement, instructional planning, student's progress, and administrative planning. Included at the end of this handbook are resource documents (such as a summary report on student cumulative records or home language survey forms), abstracts of tests, references, and a bibliography. (KC)

ED 220 718 CE 033 829

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-Aug 82
Note-120p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Competency Based Education, Course Descriptions, Curriculum Design, *Curriculum Development, Educational Objectives, Electrical Occupations, *Electromechanical Technology, *Electronics, Engineering Education, Engineering Technicians, *Engineering Technology, Guidelines, *Mechanical Design Technicians, Program Development, Secondary Education, Technical Education
Identifiers-Georgia

Developed as a resource to assist in a major revision underway in Georgia area technical schools to change curricula for preparing engineering technicians, this preliminary program-planning guide describes curriculum structures for specialized programs in three major areas electronics, electromechanics, and mechanics. The handbook, which is intended for use by six pilot schools that will begin testing the new high-technology programs in the fall of 1982, describes course outlines and student competencies for all courses in the first year of the curricula. Covered in the four sections of the guide are the following topics: training the technician (rationale, purpose and objectives, technicians defined, faculty and staff, and accreditation); curriculum organization (course groupings, minimum credit requirements, curriculum development, and materials development); curriculum design; and curriculum content. (MN)

ED 220 942 EA 014 864

McNeil, Don

The American Open University One Answer to the Technology and Curriculum Lag.

Pub Date-81

Note-3p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Adult Learning, Computer Managed Instruction, Educational Opportunities, *Educational Technology, Higher Education, Nontraditional Education, *Open Universities, Postsecondary Education

Identifiers-*American Open University

To overcome the barriers that deny part-time adult learners the opportunity for continuing their educations, the University of Mid-America proposes the creation of a nationwide American Open University (AOU). The AOU will be an independent, accredited institution with its own board, faculty, and administration. It will have regional centers across the country monitoring satellite study centers. Providing instruction through a variety of delivery systems, the AOU will offer credit for experience, provide counseling, serve as a credit bank,'' and conduct continuing research in all phases of its own operations. The AOU will utilize technology wherever appropriate, including for computer-based and computer-managed instruction. The school will first offer bachelor's degrees and later offer master's degrees. Several of the technologically-based courses offered by the AOU will be designed and developed by the AOU, but more will be acquired from outside producers, at a cost of around $40,000 apiece. The faculty will use a team approach to curriculum development and will decide curriculum issues. Without competing with other institutions, the AOU will serve 50,000 students within 5 years. (Author/PGD)

ED 220 981 EA 014 985

Motomatsu, Nancy R.
ESEA Title IV-B Impact. Washington State Dissemination Report.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-Jan 79
Note-21p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Improvement, Educational Resources, Elementary Secondary Education, *Federal Aid, Federal Programs, Instructional Materials, Library Materials, Needs Assessment, Program Descriptions, School Statistics, State Surveys
Identifiers-*Elementary Secondary Education Act Title IV B, *Washington

Title IV-B of the Elementary and Secondary Education Act provides funds to local school districts to develop programs improving the quality of education. This document analyzes the distribution of Title IV-B funds to local districts in Washington State and provides examples of decision-making structures used in the needs assessment processes of local districts. Seven projects using Title IV-B funds are described, ranging in cost from $1,500 to $10,000. The purposes of these projects included reading improvement, vocational training, enrichment of social studies resources, and provision of computerized occupational information to students. (Author/PGD)

ED 221 109 HE 015 441

A Tale of Three Cities: Boston, Birmingham, Hartford.
Ford Foundation, New York, N.Y.
Report No.-ISBN-0-916584-18-6
Pub Date-81
Note-79p.
Available from-Ford Foundation, Box 559, Naugatuck, CT 06770 ($4.00).
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Advising, *Access to Education, Affirmative Action, Basic Skills, Career Counseling, *College Bound Students, Consortia, *Developmental Studies Programs, Economically Disadvantaged, Educationally Disadvantaged, Grants, Hispanic Americans, Information Services, *Intercollegiate Cooperation, Philanthropic Foundations, Private Colleges, Remedial Instruction, State Colleges, State Universities, *Student Recruitment, Two Year Colleges, Urban Population, *Urban Schools
Identifiers-Boston State College MA, Bunker Hill Community College MA, *Massachusetts (Boston), Massachusetts Bay Community College MA, Massachusetts College of Art, Miles College AL, Roxbury Community College MA, University of Hartford CT, University of Massachusetts Boston

A Ford Foundation program funded individual institutional programs focusing on higher education access and success for the inner-city poor, including remediation of basic skills, academic counseling and diagnosis of learning problems, and information services to help individuals make program choices. Three institutional programs are reported. In the first report, Ernest A. Lynton, with Diana Strange and Cornelia D'Mils, discusses the Boston Six (Boston State College, Bunker Hill Community College, Massachusetts Bay Community College, Massachusetts College of Art, Roxbury Community College, and the University of Massachusetts at Boston) as an example of cooperation among urban institutions and their three central administrations. Benefits to the institutions and the population, the potential impact of state higher education reorganization, limitations of institutional cooperation, and participants' comments are discussed. James R. Jordan discusses a program in which Miles College cooperated with the Birmingham, Alabama schools to use retired teachers to upgrade skills of students from first through eighth grades. Gail Spangenberg, with Morton Colemen and Jeffrey Daniels, discusses the University of Hartford's community outreach program for Hispanics. Project designs and goals, successes and problems, institutional cooperation, costs, and caveats are presented. Appendices include a list of Boston private postsecondary institutions, notes on the Boston Six institutions, and notes on related Ford Foundation grants. (MSE)

ED 220 581 CE 032 526

Reid, Barbara And Others

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Spons Agency-South Carolina Appalachian Council of Governments, Greenville.

Pub Date-Feb 82

Note-155p.; For related documents see CE 032 524-530.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Articulation (Education), Behavioral Objectives, Business Correspondence, *Clerical Occupations, *Competency Based Education, *Office Occupations Education, Postsecondary Education, Program Development, Program Implementation, Secondary Education, *Typewriting, Vocational Education

Identifiers-Proofreading

Developed during the course of a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning modules for use in Typewriting I and Typewriting II. Various aspects of implementing and articulating secondary and postsecondary typewriting courses are covered, including course content, typewriting standards, student-teacher agreements, suggested instructional time, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. The two modules contain 20 and 21 task sheets respectively. Among those topics addressed in the first module are mastering machine parts; operating the typewriter; correcting errors; centering and tabulating; composing and typing business letters, envelopes, and memorandums; and proofreading. Dealt with in the second module are typing minutes of meetings, spirit masters, and stencils; preparing rough drafts, legal documents, agendas, itineraries, manuscripts, and business forms; and dividing words. The task sheets contain some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

ED 220 692 CE 033 788

Hime, Kirsten

Blood Pressure. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-36p.; For related document see CE 033 789. For other documents in the series see CE 033 789-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, *Medical Services, Postsecondary Education, Secondary Education, Self Evaluation (Individuals)

Identifiers-*Blood Pressure Determination

This learning activity package on blood pressure is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, list of materials needed, a list of definitions, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: measuring blood pressure, instruments needed, and reading the gauge. (YLB)

ED 220 805 CS 006 794

Mason, Jana Osborn, Jean

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 82
Contract-400-76-0116
Note-84p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Beginning Reading, Classroom Observation Techniques, Classroom Techniques, Comparative Analysis, Elementary Education, Grouping (Instructional Purposes), Intermediate Grades, Primary Education, *Reading Comprehension, *Reading Instruction, Reading Material Selection, *Reading Research, *Teacher Attitudes, *Teaching Methods, *Word Recognition

A commonly held belief about reading instruction in the elementary grades is that students must first learn to read so that they will then utilize their reading skill to learn from written language and to acquire new ideas. Consequently most of the instructional time in the primary grades is spent in teaching students how to recognize words and read fluently, whereas in the intermediate grades there is an instructional shift toward more diversified reading texts with an emphasis on learning how to understand, interpret, and evaluate new concepts. To investigate the questions of whether teachers believe there is an instructional shift and whether any direct evidence supports an actual shift toward comprehension instruction at about the fourth grade, a questionnaire was designed for second through fifth grade teachers that sampled their views about reading instruction. Additional data were obtained through observations of third and fourth grade teachers. Both the questionnaire and the observations focused on how classrooms were managed, how students were grouped for instruction, how reading materials were selected, and how reading tasks varied in quality and quantity. Questionnaire results indicated changes over grade in procedure and method of organization of the classroom. They also show that while teachers believe that word-level instruction should be replaced by text-level comprehension instruction in the upper grades, there is little actual change in emphasis. Observations reveal a small decrease over grade in word recognition instruction but no increase in text level comprehension. Consequently, reading instruction does not conform to teachers' beliefs or to expectations of teacher educators. (HOD)

ED 220 845 CS 207 167

Stewig, John Warren

Forging Links.

Pub Date-Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Wisconsin Council of Teachers of English (24th, Oconomowoc, WI, April 1-2, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Cooperation, Educational Research, Elementary Secondary Education, *English Instruction, Parent Teacher Cooperation, Professional Associations, *Professional Development, Teacher Improvement, Teacher Morale, Teacher Motivation, *Teacher Responsibility, *Teacher Role

Blacksmiths and their craft have changed with the times, and as times change for teachers, they too should be forgers of links. Teacher-to-teacher links should extend beyond the faculty lounge to support systems and active groups of individuals concerned about each other. Another personal link can be made by developing a grade level, system-wide swap of ideas and materials and by encouraging teachers to write for other teachers. Parental links must be forged at the system-wide and the individual teacher levels. The simple device of communicating in writing about a program can make the program more effective. To forge professional links, those involved in professional groups need to reach out to others in related groups and to teachers now uninvolved with a professional organization. They must also help elementary teachers see themselves as specialists. To forge promotional links, teachers need to be more active in telling their stories to others through articles and media presentations, and in monitoring state legislative activity. As teachers seek to disseminate knowledge affecting classroom practice, they forge a practitioner link. It is clearly incumbent on researchers to design studies that reflect classroom realities, and to report results in ways that make their research more accessible to teachers. Conversely, teachers must be more aggressive consumers of research. (HTH)

ED 220 865 CS 207 199

Haugen, Nancy S., Ed. And Others

A Guide to the Teacher's Role in the Writing Program.

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-81

Note-52p.; Also sponsored by the Wisconsin Native American Teacher Corps.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, Revision (Written Composition), *Teacher Role, *Teaching Methods, Writing Evaluation, *Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers-Research Papers (Students), Wisconsin Writing Project, *Writing across the Curriculum, Writing Projects

Focusing on the teacher's role in helping students to be creative in writing while expressing themselves more clearly, concisely, and accurately, the first four chapters of this guide offer a simple three-step process with strategies for teachers to follow when teaching writing. First, the guide discusses how the teacher can more thoroughly set the stage'' during the prewriting phase. Second, it shows how the teacher can actively participate in the composing phase, serving as an accessible reference for students. Third, the guide outlines how the teacher can transfer responsibility to students for proofreading and revising their own papers. Fourth, it suggests a follow-up to these three steps by including evaluation and delivery of the finished product to its intended audience. Each of the three steps, plus follow-up, includes a discussion of the teacher's role, strategies, and examples. The second half of the guide consists of two long chapters that offer writing ideas for teachers of other subjects and includes sample lessons for math and children's literature at the elementary level; home economics, English, social studies, and health at the middle school level; and a research project and science lab report for the high school level. Appendixes include a data chart for helping students organize reports and various evaluation guide sheets. (HOD)

ED 220 905 CS 503 964

Bozik, Mary

An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.

Pub Date-Nov 82

Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, Behavior Modification, *Communication Apprehension, Higher Education, *Public Speaking, *Speech Curriculum, *Speech Instruction

Identifiers-*Stage Fright

Because students with stage fright are numerous, different from their college peers, and capable of being helped, the University of Illinois has created stage fright sections within the basic speech course. To meet the behavioral objectives of the course, the student should be able to define stage fright and recognize its common symptoms, describe personal symptoms and their physical and psychological causes, state and use methods for controlling stage fright, and exhibit normal levels of physical manifestations of stage fright during class presentations. These stage fright sections differ from others in the basic speech course in that students self-select them, only

satisfactory''/''unsatisfactory'' grades are given, only 7 to 13 students are in each (as opposed to 18 in a nonstage fright section), no written examinations are given, and assignments stress discussion and group work, with performances focusing on only one skill. Graded assignments include dyad introductions, oral readings, shield speech, group project, demonstration speech, ad analysis, editorial review, and speech to persuade. Both pretest and posttest results and student evaluations indicate that the first semester of the course was a success. (JL)

ED 220 923 EA 014 840

Hofstetter, Fred T.

Investing in Computer Technology: Criteria and Procedures for System Selection.

Pub Date-81

Note-9p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, Computers, *Criteria, Educational Technology, Higher Education, *Instructional Systems, *Media Selection, Purchasing

Identifiers-University of Delaware

The criteria used by the University of Delaware in selecting the PLATO computer-based educational system are discussed in this document. Consideration was given to support for instructional strategies, requirements of the student learning station, features for instructors and authors of instructional materials, general operational characteristics, dissemination networks, and future viability of the system. The steps followed in the system selection process were (1) formation of a system selection committee, (2) development of agreed-on selection criteria, (3) compilation of a list of available systems, (4) acquisition of literature on available systems, (5) comparison of systems in light of selection criteria, (6) selection of the most appropriate systems among those available, (7) payment of visits to projects using appropriate systems, (8) consultation with project directors using appropriate systems, (9) preliminary selection of suitable systems, (10) acquisition of pricing information on suitable systems, (11) consultation with impartial experts on system selection, and (12) final selection of the most suitable system. (Author/PGD)

ED 221 000 EC 150 022

Turner, Dayton Ray

Transporting Handicapped Students.

Pub Date-80

Note-354p.; For related document, see EC 150 023.

Available from-Human Services Press, 2720 Penacho Circle, Colorado Springs, CO 80917 ($25.00).

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accessibility (for Disabled), Ancillary School Services, Bus Transportation, Delivery Systems, *Disabilities, Elementary Secondary Education, Legal Responsibility, Program Development, *School Role, State Federal Aid, Student Needs, *Student Transportation

The book presents guidelines for adaptive transportation measures for handicapped students. Part 1 considers the transportation cycle as a means to evaluate individual student competencies at all logical points during the transportation experience. The transportation cycle is reviewed from deciding to transport the student to gaining access to service. Also considered are the integration of handicapped with nonhandicapped passengers, provision of adaptive transportation services by category of handicapping condition rather than individual description of services, general handling techniques for the handicapped passenger, emergency procedures, and a checklist of site and architectural accessibility criteria. Part 2 deals with determination of individual need for adaptive transportation measures based on three way analysis of individual characteristics during observable passenger mobility limitations, use of orthopedic aids during transit, and reliable knowledge about the passenger's known handicapping conditions as they may be relevant to the transportation cycle. Part 3 focuses on management of adaptive transportation issues such as decision making for determining adaptations in transit, special education placement team role, parental transportation role, determination of responsibility for providing transportation, and private contractor's role. A fourth part concentrates on the legal implications for transporting the handicapped and includes sections on handling complaints regarding student transportation, legal actions initiated by parents, and right to education issues for handicapped students as they relate to adaptive transportation services. Part 5 reports findings of a study on state funding systems for special education and transportation services. Noted among conclusions are that state aid for transportation to local districts varies from a high of 12.99% for Maine to a low of 1.59% for Arizona, and four states fund student transportation at 100% cost. A final part gives an overview of the school planning process for determining adaptive transportation needs of students in the school service area. A systems approach is utilized to describe the planning agency (school system) role, the other agencies involved in adaptive transportation service delivery, their interaction, programs, agency objectives, and individual agency purpose in serving the handicapped. A list of references concludes the document. (SW)

ED 221 039 FL 013 128

Harding, Edith Tealby, Amanda

Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-81

Note-27p.; In: Melanges Pedagogiques, 1981. p95-120.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Second Language Programs, *Counseling Services, Foreign Students, Graduate Students, Higher Education, *Individual Instruction, Needs Assessment, *Second Language Learning, *Student Needs, Undergraduate Students

Identifiers-University of Cambridge (England)

A counselling service to facilitate foreign language instruction for students desiring it was undertaken as an experiment at Cambridge University during the 1980-81 academic year. Its aims were twofold: (1) to provide a mechanism whereby students could be heard and their needs responded to, and (2) to insure that alternatives to the already available laboratory tape programs would be available for those who needed such programs. With regard to the organization of the service, it is noted that 20 languages were requested; the users represented both undergraduates and graduate students and staff. Seventy-five percent of the counsellor's time was taken up with behind the scenes activities, which included research work and report, feedback, administration, information gathering, and creation of materials. Contact time with clients included giving information and providing psychological help. There were three stages in the method, corresponding to changes in the notion of counselling. One of the negative characteristics noted for this particular counselling service is that it was too closely connected with the language laboratory. One positive aspect discussed has to do with non-native speakers on the post-graduate level. In this situation, the relationship with the counsellor was very important, particularly at the beginning. (AMH)

Chasin, Steven H.

Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981.

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date- 81

Note-35p.; For related document see HE 015 363.

Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20814.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bachelors Degrees, Doctoral Degrees, *Enrollment Trends, Foreign Students, Full Time Students, Graduate Students, Higher Education, Minority Groups, Part Time Students, *Pharmaceutical Education, Pharmacy, *Professional Education, School Location, School Surveys, State Surveys

Findings of the 1980-81 Enrollment Survey for the Professional Degree Programs in schools of pharmacy are presented, based on responses from 72 schools of pharmacy. Information is presented on: fall 1981 full-time enrollments in professional degree programs (final 3 years); fall 1981 full-time enrollments (final 3 years) contrasted with comparable fall 1980 enrollments; fall 1981 enrollments (full-time students) in other than final 3 years of the curriculum; full-time enrollments of students studying for the Doctor of Pharmacy (Pharm.D.) degree as their first professional degree; Pharm.D. enrollments of students already holding a Bachelor of Science (B.S.) degree in pharmacy; previous pharmacy degree characteristics of Pharm.D. students; minority students' full-time enrollment (final 3 years); full-time minority enrollments by class at predominantly minority and predominantly nonminority colleges; enrollment in Pharm.D. programs of minority students already holding a B.S. degree in pharmacy; part-time enrollments (final 3 years); special student enrollments; geographic origin of full-time students (final 3 years); enrollment of American full-time students in each state by state of residence; and country of origin of foreign full-time students (final 3 years). In 1981, 20,468 students were enrolled in pharmacy schools, which is a decline of 7.3 percent since 1980. In 1981, there was a 10.0 percent increase of students in Pharm.D. programs, while the number of students seeking a Pharm.D. degree with a previous B.S. in pharmacy increased 13.1 percent since 1980 and 62.0 percent since 1975. Full-time students increased by 17.2 percent since 1980 and the number of part-time students declined by 7.5 percent since 1980. A list of U.S. colleges of pharmacy by state with information on the degrees awarded is appended. (SW)

ED 220 656 CE 033 554

Katz, Douglas S.
Volunteers in Vocational Education. A Handbook for Program Development.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date-May 82
Contract-300-79-0796
Note-54p.; For a related document see CE 033 553.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Vocational Education, Educational Improvement, Educational Innovation, Postsecondary Education, *Program Administration, *Program Development, *Program Evaluation, Program Guides, *Program Implementation, Secondary Education, Urban Areas, *Vocational Education, *Volunteers

Developed for use by either secondary or postsecondary institutions offering vocational education programs, this handbook addresses steps in establishing a volunteer program in conjunction with its vocational education program. The handbook is organized around four major topics: (1) planning the volunteer program (securing support; needs assessment; program goals and objectives; volunteer roles, duties, and responsibilities; school's responsibilities; planning for program implementation; financial considerations; evaluation), (2) program administration (structure, support requirements, program monitoring and record keeping, program supervision, staff relations), (3) program implementation (staff orientation; community relations; identifying specific needs for volunteer assistance; volunteer recruitment, screening, selection, orientation, training, placement, and retention), and (4) evaluation (monitoring program performance, evaluating program impact, internal and external evaluation). Sample forms are provided. (YLB)

ED 220 738 CG 016 143

Littrell, Mary Ann And Others

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

Pub Date-Jul 81

Note-14p.; Research supported by a grant (#772) from the Research and Development Fund, North Dakota State University, Fargo, ND, and a Faculty Research Grant, University of North Dakota, Grand Forks, ND.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indians, *Clothing, Counselor Characteristics, *Counselor Client Relationship, *Cross Cultural Studies, Evaluation Criteria, High Schools, High School Students, *Interpersonal Attraction, *Racial Differences, Two Year Colleges, Two Year College Students

Studies of the relationship of counselors' dress to clients' evaluations of counselors have been based on the assumption that the formal/informal nature of clothing is the essential dimension for assessing the meaning of counselor attire. Caucasian (N 226) and Sioux Indian (N 155) high school students and 193 Caucasian community college students were exposed to counselor dress stimuli that avoided a priori use of the formal/informal dress dimension. The consistently least preferred counselor dress was conservative, out-of-date attire. Indians preferred fashionable, up-to-date attire. Caucasians preferred informal slacks and sweaters. The results did not support the informal/formal dress dimension as a single explanation of students' differential preferences for counselors. (Author/JAC)

ED 220 761 CG 016 167

FallCreek, Stephanie Mettler, Molly

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.

Washington Univ., Seattle. School of Social Work.

Spons Agency-Administration on Aging (DHHS), Washington, D.C.

Pub Date-82

Grant-AoA-90-AT-0016

Note-351p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Aging (Individuals), Community Health Services, Geriatrics, Gerontology, *Health Activities, *Health Education, Health Materials, *Life Style, Older Adults, *Program Design, *Well Being, Workshops

The purpose of this sourcebook is to provide information about health promotion program planning, activities, and resources to people planning wellness programs for older adults. The materials are divided into two parts: background information and resources. The Wallingford Wellness Project is presented as an example of a comprehensive health promotion program along with the topics in the background information section, i.e., wellness in old age, program development guidelines, changing lifestyles, and learning about health promoting activities. The resources section focuses on the topics of self-care, stress management, nutrition and physical fitness, community resources and support networks, and common health concerns such as alcohol abuse, cancer, arthritis and weight control. In addition, a section entitled Tips for Facilitators'' is provided to help workshop presenters use a participative learning approach in conducting each session. A references section is appended and sample worksheets and handouts are given throughout the document. (JAC)

ED 220 825 CS 006 820

Ramey, Alan

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.

Pub Date-May 82

Note-42p.; M.A. Thesis, Kean College.

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Measures, Evaluation Methods, Higher Education, *Reading Attitudes, *Reading Centers, *Reading Instruction, *Reading Research, *Reading Teachers, Self Evaluation (Groups), Standardized Tests, Student Attitudes, Surveys

To determine if college and university reading clinics assess students' attitudes toward reading and to discover the methods used in such assessments, questionnaires were sent to the directors of 110 reading clinics. Analysis of the data gathered from the 55 respondents revealed that a majority did assess reading attitudes and that most used inferred methods. The most popular methods of inferred assessment were the number of books independently read by students and clinician observations. Only a small percentage of the clinics reported using a standardized measure all of the time, and more than half commented that few reliable instruments existed for such assessment. The most commonly used form of assessment instrument was the student self-report, which usually involved an interview. (FL)

ED 220 884 CS 503 936

Orlik, Peter B., Ed.

Curricular Dimensions of Broadcast Education.

Broadcast Education Association, Washington, D.C.
Pub Date-Oct 82
Note-114p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Broadcast Industry, Course Descriptions, *Curriculum Design, Higher Education, *Telecommunications
Identifiers-*Broadcast Education Association, *Broadcasting Curriculum

The 14 course outlines in this paper represent the culmination of a 2-year project by the Broadcast Education Association's Courses and Curricula Committee. They were selected for outlining based upon either the frequency with which they were included in the curriculum of institutions offering comprehensive programs in broadcast education or the perceived importance of the subject area to new directions in the discipline and in the industries toward which it is oriented. The courses are (1) Introduction to Broadcasting, (2) Broadcasting and Society, (3) Mass Media and Society, (4) Audio Production, (5) Basic Television Production, (6) Broadcast Copy/Continuity Writing, (7) Broadcast Advertising and Sales, (8) Broadcast News, (9) Programing for Radio-TV-Cable, (10) Telecommunications Management, (11) Comparative Systems of Broadcasting, (12) International Broadcasting, (13) Cable/Broadband Communications, and (14) Telecommunications of the Future. (JL)

ED 221 019 FL 013 067

Smith, Philip D., Jr.

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series.

Report No.-ISBN-0-8384-0631-9
Pub Date-81
Note-135p.
Available from-Heinle & Heinle Publishers, Inc., 51 Sleeper Street, Boston, MA 02210 ($8.95).
Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Audiolingual Methods, Cognitive Processes, *Communicative Competence (Languages), Linguistics, Models, *Notional Functional Syllabi, *Second Language Instruction, Semantics, *Teaching Methods, Transformational Generative Grammar

This work is an attempt to explain the rationale and thinking that contributes to the communication strategy'' approach and to illustrate the practical applications of its ideas to second language teaching. It also proposes an approach to teaching based on two major goals: first, to incorporate the better features of audiolingual methods into a truly cognitive approach, allowing for maximum use of communicative language from the very beginning, without relying on the first language of the student; second, to enhance and increase second language learning, no matter which method or textbook is used. Other topics treated in the book include: (1) a taxonomy of second language education; (2) stages in second language learning; (3) the generative-transformational model, and its applications to classroom instruction; (4) the development of semantic concepts; (5) the development of course progression; (6) developing materials for specific communicative contexts; (7) steps in audio-visual communicative approach; and (8) [illegible] to teach the communicative unit, with two examples of communicative lessons for Beginning American English.'' (MES)

ED 221 060 FL 013 242

Tzeng, Ovid J. L.

Cognitive Processing of Various Orthographies.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-TZ-1
Pub Date-Sep 80
Grant-NIE-G-81-0055
Note-34p.; In its Professional Papers.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, *Cognitive Processes, Ideography, Language Research, *Orthographic Symbols, Phoneme Grapheme Correspondence, *Psycholinguistics, *Reading Processes, Second Language Learning, Spelling, Word Recognition

In the hope of filling in a missing link for experimental psychologists' research on reading, this paper provides a general review of research on the issue of orthography and its relation to reading. The traditional classification of logographic, syllabic, and alphabetic modes are examined to see how much orthographic variations affect the processing strategy of both beginning and fluent readers. The examination leads to the hypothesis that different cognitive strategies are required to achieve reading efficiency in various writing systems. Issues connected with this hypothesis have been examined by cognitive psychologists, anthropologists, and neurolinguists. Those issues having to do particularly with bilingual literacy are reviewed: (1) reading disability incidence in syllabic and logographic systems compared with alphabetic systems, (2) neuropsychological research, (3) differential processing mechanisms and behavior consequences, (4) the process in reading of recoding the visual input into a speech-like code, and (5) bilingual processing. The research reviewed shows that reading skills acquired in one orthography may not be the same as those acquired in another orthography if these two systems have different script-speech mapping rules. These findings raise questions regarding bilingual reading instruction. (AMH)

ED 220 675 CE 033 620

Bell, Jennifer A.

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Department of Education, Washington, DC.

Report No.-ISBN-0-89606-096-9

Pub Date-82

Note-52p.; For related documents, see CE 033 619.

Available from-American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Adult Vocational Education, Behavioral Objectives, Case Studies, *Competency Based Teacher Education, Diagnostic Teaching, Disabilities, *Educational Diagnosis, *Exceptional Persons, Gifted, *Handicap Identification, Higher Education, Individualized Instruction, Informal Assessment, Job Skills, Learning Activities, Learning Modules, Limited English Speaking, Minority Groups, *Needs Assessment, Nontraditional Occupations, Retraining, Student Evaluation, Student Needs, Talent Identification, Teacher Evaluation, Teaching Skills, Vocational Education, *Vocational Education Teachers

Identifiers-Special Needs Students

This module, one in a series of performance-based teacher educational learning packages, focuses on skills that vocational educators and other occupational trainers need to create learning environments that are accessible, accommodating, and equitable in meeting instructional needs of exceptional students. The purpose of the module is to give educators skill in identifying those students who have special instructional needs and in diagnosing what those needs are. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, terminology, and general information. The main portion of the guide includes four learning experiences based on the enabling objectives. Each of the first three learning experiences includes educational activities with information sheets, case studies, and self evaluation forms. Optional activities are also provided. Completion of the first three study sections should lead to achievement of the terminal objective administered in the fourth and final learning experience that includes a teacher-performance assessment form. (YLB)

ED 220 719 CE 033 831

Moss, Stephen, Ed.
Career Education Activities in Colorado Higher Education.
Colorado State Dept. of Education, Denver. Community Services Unit.
Spons Agency-Colorado State Advisory Council for Career Education, Denver.
Pub Date-82
Note-106p.
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Animal Husbandry, *Career Counseling, Career Development, *Career Education, *Career Guidance, Counselor Training, *Educational Practices, Fine Arts, Graduate Study, Higher Education, Instructional Materials, *Program Content, Program Descriptions, Program Development, Program Effectiveness, Program Implementation, Self Evaluation (Individuals), Spanish
Identifiers-*Colorado, Colorado State University

This collection of articles deals with various career educational activities that inform students about the concept of career education as well as activities related to the specific fields of career education study in higher education. The publication is a result of a study of the involvement of Colorado institutions of higher learning in career education activities. Included in the collection are the following articles: Career Counseling and Guidance for Career Education,'' by Thomas D. Graves; Art Careers and the Business of Art,'' by Celeste Rehm; Career Preparation Seminars and Career Experiences in Animal Sciences at Colorado State University,'' by R.E. Taylor and J.E. Pexton; Career Spanish Program for Non-Liberal Arts Majors,'' by William D. Pilkenton; and Career Development: A Graduate-Level Course in Counselor Education,'' by John R. Holmes. (MN)

ED 220 785 CG 016 192

Frenza, Mary

Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-78-0005

Note-150p.

Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Counseling, *Adult Development, Annotated Bibliographies, Counselor Role, *Decision Making Skills, *Females, Literature Reviews, Locus of Control, Midlife Transitions, *Motivation, Role Conflict, *Sex Role, Social Change

This review of the literature related to counseling women, based on a computer search of the ERIC database, emphasizes the need for decision-making skills to cope with social change and the women's movement. The influence of locus of control on decision-making is reviewed along with theories about motivational factors for women and students. Role perception, role conflicts, multiple roles, life satisfaction, midlife career changes, and reentry problems are discussed, and programs designed to cope with these changes are described. Implications for counselors are also suggested. The document concludes with the actual annotated computer search used for the literature review. (JAC)

ED 220 943 EA 014 866

Caldwell, Robert M.

Computers and Curriculum Promises and Problems.

Pub Date-81

Note-14p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, Cost Effectiveness, *Educational Improvement, Educational Media, *Educational Technology, Instructional Materials

The educational problems of the United States have reached critical proportions, particularly if the nation is to maintain leadership in high technology industries. This document explores the promise technology offers for improving instruction and broadening alternatives for instructional delivery. The author considers how technologically assisted instruction affords such benefits as the provision of training programs at widely separated locations, the individualization of instruction, the use of modularized curricular units, the integration of media providing several types of sensory experience, easy handling of drill and practice, and easy transportation and flexible use of hardware. Cost benefits cited include the declining cost of hardware and the student attrition reductions caused by increased motivation. The practicability of nontraditional forms of education when supported technologically is noted. The author also addresses problems hindering the use of computers in education, including the lack of adequate courseware, the cost of development, the rapidity of technological change, the low level of computer literacy, and the unfair comparisons of computer-based systems with other media. Three myths concerning technology are noted and dispelled: that computers dehumanize the learning process, that computers will replace teachers, and that technology has not fulfilled its promise. (Author/PGD)

ED 220 962 EA 014 947

Hord, Shirley M. Goldstein, Marcia L.

What Do Principals Do to Facilitate Change: Their Interventions.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *Change Agents, Change Strategies, Classification, Elementary Education, *Instructional Innovation, *Intervention, Longitudinal Studies, Models, *Principals, *Program Implementation, Tables (Data), *Teacher Administrator Relationship

Identifiers-*Principal Teacher Interaction Study

Researchers using a combination of principal logs, on-site observation, face-to-face interviews, and regularly scheduled telephone interviews documented how principals intervene in the management of school change on both a day-to-day and a year-long basis. The data are from the Principal-Teacher Interaction Study conducted at the Austin campus of the University of Texas. Two analytical frameworks, a taxonomy of interventions'' and an anatomy of interventions,'' were used to structure the data collection and to analyze the behavior of the principals. The taxonomy of interventions involves the identification of levels of interventions. This paper focuses on the analysis of incident'' interventions, the smallest intervention unit. The anatomy of interventions involves the examination of each individual incident-level intervention in terms of its internal parts. Findings reported are from studies of three California school principals in their first year of implementing a writing composition program, and of three Florida principals in their second year of the implementation of a mathematics curriculum. Frequencies of the targets, functions, medium, and flow of the principals' interventions are presented and discussed. One of the important findings of the study is that support and facilitation for teachers continued throughout the second year of implementation with little decrease in activity by the principals. (Author/MLF)

ED 220 982 EA 014 986

Mulford, Charles L. And Others

Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings.

North Central Regional Center for Rural Development, Ames, Iowa.
Pub Date-Jan 79
Note-33p.
Available from-Publications, North Central Regional Center for Rural Development, 578 East Hall, Iowa State University, Ames, IA 50011 (single copies free).
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Cooperation, *Coordination, Organizational Communication, Organizational Effectiveness, Organizational Theories, Philosophy, *Research Needs, Social History

A review of the literature on coordination between organizations tested the assumptions that coordination is "good," that coordinated efforts are more effective than the efforts of individual organizations, and that various coordination strategies work equally well. The literature review revealed that the development of the coordination concept was affected successively by the philosophies of utilitarianism, altruism, administrative rationality, and citizen participation.

"Coordination" can be defined as a process in which organizations use internally created or externally mandated decision rules to deal collectively with a shared environment. The elements coordinated (at the appropriate level) may include information, clients, program development, and resources. Numerous linkage mechanisms and models for coordinating exist. Coordination is affected by both subjective and objective facilitators and inhibitors. The consequences of coordination have rarely been assessed. Different audiences have different success criteria, and different models of coordination have different consequences. The research on coordination has been inadequate, dominated by assumptions favoring coordination. Longitudinal studies have been rare and few studies of the private sector have been made. Materials guiding practitioners in coordination are also few and usually inadequate. Research is needed on contextual effects, on structural interests, and on rules for structure formation. (Author/PGD)

ED 221 078 HE 015 179

Astin, Helen S. Cross, Patricia H.
Student Financial Aid and Persistence in College.
Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-EXXON Education Foundation, New York, N.Y.; Office of the Assistant Secretary for Planning and Budget (ED), Washington, D.C.
Pub Date-Sep 79
Contract-300-75-0382
Note-412p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Academic Persistence, *Access to Education, *College Students, Dropouts, Government School Relationship, Grants, Higher Education, Minority Groups, Scholarships, *Student Characteristics, Student Costs, *Student Financial Aid, Student Loan Programs, *Student Motivation, Student Needs, Work Study Programs

The administration, purpose, and design of student financial aid programs are examined with emphasis on assuring greater access to higher education, student persistence, and providing students with incentives for performing well academically. After a brief history of financial aid and a review of selected studies on persistence, the sampling and data collection procedures are described. A profile of students 2 years after matriculation in college is provided, including demographic characteristics, enrollment behavior, residence, experience in college, work, and financial aid. The characteristics of students with different patterns of persistence are discussed in terms of religion and political orientation, parental income and education, degree plans, values and attitudes, financial experience, work experience, and reasons for leaving school. A separate chapter gives an overview of the financial aid environment in American colleges and universities today. The last two chapters, utilizing a multiple regression analysis, assess the impact of personal, environmental, and financial variables on persistence and withdrawal among white and minority students. Implications for future policies are addressed. Among the several suggestions are the following: more sources of information about student financial aid should be made available to students; loans, especially large ones, are the worst possible form of aid to offer low-income and minority students; and the government should consider expanding grant and work-study programs. Appendices include: survey instruments; creation of financial aid variables; development of persistence categories; a verification study of financial aid data reported by students; and variables used in regression analyses. (LC)

ED 220 600 CE 033 394

Hughes, R. G. And Others

Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.

Canyon Research Group, Inc., Westlake Village, Calif.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.; Naval Training Equipment Center, Orlando, Fla.

Report No.-AFHRI-TR-82-3; NAVTRAEQUIPCEN-78-C-0060-9

Pub Date-Jul 82

Contract-N61339-78-C-0060

Note-64p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aircraft Pilots, *Flight Training, *Instructional Innovation, Military Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, *Simulation, *Skill Development, *Training Methods, *Transfer of Training

Identifiers-Air Force, Simulator Freeze

Twenty-five experienced F-4 and F-16 Air Force pilots were instructed in carrier landings in the Visual Technology Research Simulator (VTRS). The training was conducted under three instructional conditions, two of which employed the simulator's freeze'' feature. Additionally, two methods of defining errors for carrier glideslope tracking were examined. These experimental training techniques were compared to a conventional training approach in which no freezes'' were imposed during the training sequence. While pilots who were trained under the freeze'' condition developed control strategies that distinguished them from pilots trained by conventional measures, no differences were found between these groups on rate or extent of learning. In response to a post-experimental questionnaire, pilots who were trained under freeze'' conditions indicated that the simulator freeze'' was frustrating'' and added to the overall difficulty of the task. These pilots further reported being more motivated to avoid the freeze'' than to perform the task correctly during training. A probe technique was used to examine differential transfer in lieu of the more traditional transfer-of-training technique. Although this experimental use of the probe technique was a preliminary effort, it does appear to hold promise for transfer-of-training experiments of this type. (Author/KC)

ED 220 619 CE 033 477

Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Department of Education, Washington, DC.
Pub Date- 82
Note-109p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, Course Descriptions, Curriculum Guides, Learning Activities, *Metal Working, Postsecondary Education, *Safety, Secondary Education, Textbooks, *Trade and Industrial Education, *Welding
Identifiers-Military Curriculum Project

This instructor guide and text for a secondary-postsecondary level course in arc welding-pipe comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose of the course is to teach students to weld 5-inch mild steel schedule 80 pipe, with backing rings, in the vertical and horizontal fixed position while using Mil E 7018 5/32'' diameter electrodes. Some experience in arc welding is required. The course contains two units: Introduction and Safety (1 hour of classroom time) and Arc Welding, Pipe, Vertical and Horizontal Fixed Positions (1 hour of classroom instruction and 82 hours of shop instruction). The instructor guide contains an introduction to the course; outline of instruction; outline of training objectives; lists of texts, references, tools, equipment, materials, training aids, and training aids equipment; and the master schedule. Student job sheets and information sheets are included. The required text from a Navy manual, Introduction to Welding, is provided. Three additional commercial references are suggested. (YLB)

ED 220 638   CE 033 535

Kelly, Michael G. And Others

Machine Shop Fundamentals: Part I.

Waubonsee Community Coll., Sugar Grove, Ill.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Feb 82

Contract-R-31-21-J-2106-407; R-32-32-J-2106-407

Note-261p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Behavioral Objectives, Competence, Competency Based Education, Lesson Plans, *Limited English Speaking, *Machine Tool Operators, Machine Tools, Machinists, Manufacturing Industry, Postsecondary Education, Secondary Education, *Units of Study

Identifiers-*Vocational English as a Second Language, Waubonsee Community College IL

These instructional materials were developed and designed for secondary and adult limited English proficient students enrolled in machine tool technology courses. Part 1 includes 24 lessons covering introduction, safety and shop rules, basic machine tools, basic machine operations, measurement, basic blueprint reading, layout, and bench tools. Each lesson contains student performance objectives, procedures for the students to follow in progressing through the lesson, information sheets illustrated with line drawings, and references and lesson summaries as needed. These competency-based lessons may be used as a main text, as supplements to other textbooks, or as the basis for a prevocational course in manufacturing trades. (A corresponding student workbook and instructor's manuals are available.) (KC)

ED 220 693 CE 033 789

Hime, Kirsten

Blood Pressure. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-25p.; For related document see CE 033 788. For other documents in the series see CE 033 789-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Individualized Instruction, Instructional Materials, Learning Modules, *Medical Services, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers-*Blood Pressure Determination

This instructor's packet accompanies the learning activity package (LAP) on blood pressure. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, a pupil performance checklist, a handout on blood pressure, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 826 CS 006 822

Keenan, Janice M.

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.

Denver Univ., Colo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Grant-NIE-C-78-0173
Note-114p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Aptitude, Beginning Reading, Child Development, Cognitive Development, Coherence, Elementary Education, Intermediate Grades, *Learning Theories, *Reading Comprehension, *Reading Processes, Reading Rate, *Reading Research, *Remedial Reading
Identifiers-Kintsch (Walter), van Dijk (T A)

Four studies used the theoretically based understanding of comprehension developed by W. Kintsch and T. A. van Dijk to look for processes that might undergo development as a child becomes more practiced and skilled in reading so that an understanding of these processes might become the basis for reading remediation programs. The first three studies produced the following four conclusions: (1) third grade students used the same units of meaning to construct a mental representation of the meaning of a text as fifth grade students and adults; (2) beginning readers construct these units just as quickly as more skilled readers; (3) beginning readers connect these units into the same organizational structures as skilled readers; and (4) large developmental differences in working memory capacity and speed of lexical access do exist between fourth and sixth grade students. Assuming that the paucity of developmental differences found in these studies is the result more of theoretical inadequacy than the nonexistence of such differences, the final study examined the role of perspective in encoding and retrieval and the basis for coherence in texts. (JL)

ED 220 906 CS 503 965

Hildebrandt, Herbert W.

Business Communication and Leading Executives in the U.S.

Pub Date-Oct 82

Note-15p.; Paper presented at the Meeting of the American Business Communication Association (New Orleans, LA, October 20-24, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Education, Administrator Characteristics, *Administrators, *Business Communication, *Business Education, Communication Research, *Occupational Surveys, *Technical Writing, Verbal Communication, Vocational Followup

Since 1969, the graduate school of business at the University of Michigan has been collecting data on newly promoted executives (chief executive officers, presidents, and vice presidents in business and industry). In 1980, the questionnaire was revised to include more questions concerning their academic preparation for a business career. Responses to the questionnaire indicated that the overwhelming majority of executives considered preparation in business communication skills as very important. These same executives most often held a degree in business, followed closely by a degree in engineering. One in five had worked abroad. The typical executive was male, had a median age of 47 and was married. Salaries for all levels of executives exceeded $100,000. Contrary to the demoralizing statements of some, 30.9% of the executives spent over 8 hours weekly in family related activities. Favorite participant sports were tennis and golf. Periodicals most freqently subscribed to or read included the Wall Street Journal,'' Business Week,'' Forbes,'' the New York Times,'' the Harvard Business Review,'' and Fortune.'' Consequently, the academic preparation for careers in general management should (1) emphasize the international aspect of business communication, (2) stress the oral transmission of ideas, (3) underscore the problems and place of business in society, and (4) focus on the technological changes occurring as they affect business communication. (HOD)

EA

ED 220 924 EA 014 841

Brock, Dee

New Public Broadcasting Programs and Services.

Pub Date-81

Note-9p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Adult Education, *Educational Television, Futures (of Society), National Programs, Postsecondary Education, Programing (Broadcast), *Public Television, Teleconferencing, *Telecourses

Identifiers-*PTV 3, *Public Broadcasting Service

The Public Broadcasting Service (PBS) established three programming services in 1979 by vote of the member stations. One of these services, PTV-3, delivers specifically educational programming serving out-of-school youngsters, providing inschool instruction, and offering adult education. While the number of adults earning college credit through locally-produced television courses has increased dramatically in the last decade, the newly-established PTV-3 service will permit courses produced for national delivery to be selected for local use by participating institutions. Future offerings will include three types of programs: college credit telecourses that include books and materials as well as the television programs themselves; wraparounds, consisting of television series produced for general audiences but which can be adapted for college credit use; and teleconferences for local public television station and educational personnel. PBS itself is currently planning for development of an arts- and education-oriented subscriber service. (Author/PGD)

ED 221 110 HE 015 445

Bennof, Richard J.

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-82-308

Pub Date-Feb 82

Note-182p.; Not available in paper copy due to small print of original document.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.50).

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Facilities, *Engineering, *Federal Aid, Federal Government, Fellowships, *Financial Support, Geographic Distribution, *Government School Relationship, Higher Education, National Surveys, Nonprofit Organizations, Organizations (Groups), *Research and Development Centers, *Sciences, Scientific Research, Trend Analysis

Identifiers-Research and Development, *Survey of Federal Support to Univs and Colleges

Data are presented from the National Science Foundation's Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. The data represent all obligations to U.S. institutions of higher education. The 15 federal agencies represented account for an estimated 95 percent of total obligations to universities and colleges and over 99 percent of all funding for science and engineering research and development (R&D) at such institutions. Obligations shown for universities and colleges do not include funds obligated to federally funded research and development centers (FFRDCs) administered by academic institutions. Academic science and engineering (S/E) obligations to these organizations are presented separately, as are R&D obligations to independent nonprofit institutions and nonprofit-administered FFRDCs. Charts and narrative sections are presented on overall federal support of academic institutions, academic S/E support, federal R&D support, R&D plan support, nonscience obligations, university-administered FFRDCs, and independent nonprofit institutions and nonprofit-administered FFRDCs. Detailed statistical tables provide information on federal obligations, including the following: trends by agency and type of activity; geographic distribution of obligations; 100 institutions ranked in order of amount received, obligations by field of S/E, type of institutional control, and institutions listed by state. The statistical tables also cover the following types of activities: fellowships, traineeships, and training grants; R&D; general support for S/E; facilities and equipment for instruction in S/E; R&D plant; other S/E activities; and nonscience activities. Technical notes on the survey are appended. (SW)

ED 220 739 CG 016 144

Keller, John W. And Others

Perspectives on Death: A Developmental Study.

Pub Date-Mar 82
Note-7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Affective Measures, *Age Differences, *Anxiety, Attitude Measures, Comparative Analysis, *Death, Factor Analysis, *Fear, *Religious Factors, *Sex Differences

While prior research has focused on death anxiety in general, more recent studies have recognized the need for multilevel measures for assessing the fear of death. A 12-item questionnaire was used to produce three factors: evaluation of death in general, belief in the hereafter, and death anxiety related to self. The study sample consisted of 901 subjects from young adults to older adults. Data showed that middle-age and late-middle-age persons were significantly less anxious in regard to evaluation of death in general'' than their older and younger counterparts. Old-age groups showed the least anxiety toward death anxiety related to self. Future research should differentiate between the concept of death and the process of dying. (Author/JAC)

ED 220 846   CS 207 168

Brett, Betty M.

Children's Literature The Search for Excellence.

Pub Date-Aug 82

Note-41p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Books, *Childrens Literature, *Evaluation Methods, *Literary Criticism, Reading Material Selection, Reading Research, Recreational Reading, *Standards

Few children possess the knowledge and experience to identify the best books from the numbers that flood the market, so it is wise for authors, publishers, librarians, teachers, and parents to be aware of any body of informed critical opinion regarding excellence in books for children. The contribution of the conscientious critic is as valuable to the advancement of literature as is the contribution of the conscientious author. Criticism of children's literature focuses on three main aspects: high literary standards, the child as consumer and audience, and issues such as sexism, racism, or ethnic images. A search for critical viewpoints of children's books for the period of 1969-1979 found an extensive and impressive body of criticism of children's literature. The nature, scope, and authority of the writings were also convincing. Accessible in style and format to laymen as well as experts, these writings covered a variety of subjects, adopted a number of critical stances, and included popular and scholarly approaches. The criticism appears to be moving away from a narrow preoccupation with text, toward a more comprehensive criticism that embraces the author, the work, the social environment, and the audience. (Discussion of many of the works from each critical category is included.) (HTH)

ED 220 885 CS 503 938

Morgan, Willie B.

Dynamic Articulation of Vowels.

Pub Date-79
Note-14p.
Journal Cit-Michigan Speech Association Journal; v14 p102-13 1979
Pub Type- Guides - Classroom - Learner (051) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Speech), Speech Communication, *Speech Improvement, *Vowels

A series of exercises and a theory of vowel descriptions can help minimize speakers' problems of excessive tension, awareness of tongue height, and tongue retraction. Eight exercises to provide Forward Facial Stretch neutralize tensions in the face and vocal resonator and their effect on the voice. Three experiments in which sounds are repeated dynamically help to identify primary articulator actions. From observations based upon these experiments, the ideal articulator actions for shaping vowels efficiently can be summarized as lip-rounding, tongue-fronting, and jaw-opening. Emphasizing certain key words help the speaker become aware of the primary articulator actions that shape the oral cavity to create appropriate resonance for each vowel or target phoneme. Frequent vowel shaping actions and emphatic pitch range drills, combined with positive thinking, will improve speech. (JL)

ED 221 020   FL 013 075

Kessler, Carolyn Rothchild, Lee

Fitting In'': Register Shifting in a Second Language.

Pub Date-82

Note-23p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, *Communicative Competence (Languages), Interlanguage, *Language Patterns, *Language Styles, Peer Relationship, Secondary Education, *Second Language Learning, *Sociocultural Patterns, Student Teacher Relationship

Identifiers-*Registers (Linguistics)

This paper focuses on an important aspect of second language acquisition, namely, the complex set of modifications in the rules governing the forms and functions of the new language that are required by specific sociocultural contexts. These adjustments in language, or shifts in register, play a crucial role in interpreting utterances for social meaning, and are a major component of communicative competence, defined here as sociolinguistic competence. Specifically, this paper examines the shifts in register that occur in the development of interlanguages by second language learners, analyzing a set of syntactic-semantic modifications in language use, and contrasting student/teacher with student/student discourse. Special attention is given to the following questions: at what point in second language acquisition does the learner demonstrate sensitivity to the sociocultural rules that govern the teacher's language? Is the learner more sensitive to the norms emerging from student/teacher relationship or to those in student/student discourse? And finally, what speech acts conform to teacher's language norms earlier than others? (MES)

ED 220 582 CE 032 527

Reid, Gwen Talbert, Willisteen

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Spons Agency-South Carolina Appalachian Council of Governments, Greenville.

Pub Date-Feb 82

Note-90p.; For related documents see CE 032 524-530.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Articulation (Education), Business Skills, *Clerical Occupations, *Competency Based Education, Guidelines, *Office Occupations Education, Postsecondary Education, Program Development, Program Implementation, Secondary Education, *Shorthand, Vocational Education, Writing (Composition)

Identifiers-*Dictation, *Transcription

Developed during a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning modules for use in Shorthand I and Shorthand II. Various aspects of implementing and articulating secondary and postsecondary shorthand courses are covered, including course content, performance standards, student-teacher agreements, suggested instructional times, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. Addressed in the seven task sheets of the first module are reading and writing shorthand symbols, brief forms, and phrases; inserting punctuation; taking and transcribing familiar material; and dictation/transcription of new material. Among those topics examined in the 10 task sheets of the second module are shorthand principles, transcription techniques, dictation/transcription of new and familiar materials, office style dictation/transcription, recorded media transcription, preparing minutes of a meeting, and written communication composition. The task sheets contain some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

ED 220 657 CE 033 555

Skott, Diana, Comp.

TAFE Projects in Progress. No. 1.

TAFE National Centre for Research and Development, Payneham (Australia).

Pub Date-Aug 82

Note-128p.

Available from-TAFE National Centre for Research and Development, 296 Payneham Road, Payneham, South Australia 5070 ($2.00).

Journal Cit-TAFE Projects in Progress; n1 Aug 1982

Pub Type- Reference Materials - Directories/Catalogs (132) - Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Development, *Educational Research, Foreign Countries, Postsecondary Education, *Program Content, *Program Descriptions, Secondary Education, Technical Education, *Vocational Education

Identifiers-*Australia

This publication contains a listing of educational research and development projects currently in progress in Australia, which is the first of a planned twice-yearly listing of projects in progress. Projects are listed by territories and are indexed by author and by subject. Information supplied for each project includes a reference number, project title, contact person, contact address, project status, proposed completion date, estimated cost, and a short description of the project. The projects cover all fields of education. A sample of subjects include the following: language needs of migrants in Darwin; development of external studies materials; computer-based screening and diagnostic testing system; a review of the carpentry and joinery course; assessing community needs for further education; training for teachers in the instructional systems model of curriculum development; associate diploma in coal mining; a case study of a Peninsula Community College foundation course; guidelines for curriculum writers; and an occupational analysis of the printing trade. A list of persons who can be contacted for information in subject or geographical areas is included in the publication. (KC)

ED 220 720 CE 033 832

Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-420p.; Parts of this document may not reproduce well due to small type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Aerospace Technology, *Animal Caretakers, Behavioral Objectives, *Food and Drug Inspectors, *Food Processing Occupations, Food Standards, Instructional Materials, Learning Modules, Military Personnel, Military Training, Postsecondary Education, Secondary Education, Study Guides, *Veterinary Assistants, *Vocational Education, Workbooks
Identifiers-*Aerospace Medicine, Fruits, Meat Inspection, Military Curriculum Project, Vegetables

These military-developed curriculum materials consist of five volumes of text information, student workbooks, and supplements for use in training veterinary specialists. Covered in the individual volumes are the following topics: the veterinary airman, administration, and statistical procedures; veterinary microbiology, consumer-level quality audit program, food technology, operational ration and egg inspection; meat inspection; animal service, military working dogs, fresh fruits and vegetables, waterfoods, and dairy products; and support of the aerospace medicine program. Each chapter contains objectives, readings, review exercises, and answers for student self-study and evaluation. (MN)

ED 220 762 CG 016 168

Stovall, Carole Sedlacek, William E.

Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.

Maryland Univ., College Park. Counseling Center.

Report No.-UM-CC-RR-10-81

Pub Date-81

Note-15p.; Best copy available.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, Blindness, *College Students, Higher Education, Mainstreaming, Peer Relationship, *Physical Disabilities, *Responses, *Social Cognition, Stereotypes, *Student Attitudes, Wheelchairs

Physical impediments are not the only possible obstacles for handicapped students; they also must deal with the attitudes of their fellow students. To assess the attitudes of college students toward physically disabled students, 224 undergraduates completed the Situational Attitude Scale-Handicapped (SAS-H). Results showed that, in general, students had negative attitudes toward people who were blind or in wheelchairs in situations where close personal contact was required, such as dating or marriage, but were more neutral or positive in less intimate situations such as employment or receiving help in a library. Students were more comfortable having close personal contact with students in a wheelchair than with blind students in academic situations, such as receiving help with classwork. The findings suggest that prejudice toward and stereotypes of disabled persons can be reduced by recognizing that potential differences in reactions by situation and disability exist. (Author/JAC)

ED 220 786 CG 016 384

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.

J W K International Corp., Annandale, Va.

Spons Agency-National Inst. of Education (ED), Washington, [illegible].

Pub Date-1 Oct 80

Contract-78-C-1192; SB-4-4-8(a)

Note-131p.; For related documents, see CG 016 032-33, CG 016 385, and ED 187 002. Appendix is of marginal legibility.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Case Studies, *Discipline Policy, Educational Innovation, *Nontraditional Education, *Program Effectiveness, Racial Factors, *School Counseling, Secondary Education, Secondary School Students, Student Problems, Student School Relationship, *Suspension

Identifiers-*Impact Studies, *In School Suspension

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This volume from the second year report presents case study data and analyses from the six school districts comprising the project sample. For each case study, an introduction, a review of the discipline policy at the school district level, a program description, the procedure used to refer students to the program, site observations, and a summary are provided. The data analyses focus on such topics as the philosophical commitment of the principal and program staff, attitudes toward due process, characteristics and qualifications of the program staff, coordination of resources, preservice/inservice training efforts, and the integration of the alternative program into the regular instructional program. Sample assignments for average and remedial students placed on in-school suspension in one district are appended. (HLM)

ED 220 806 CS 006 795

Starlin, Clay M.

On Reading and Writing. Iowa Monograph.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-Jun 82

Note-80p.; Some figures may not reproduce.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Capitalization (Alphabetic), Elementary Secondary Education, Grammar, Handwriting, Language Usage, *Learning Problems, *Measurement Techniques, Pronunciation, *Reading Achievement, Reading Comprehension, *Reading Instruction, Sentence Structure, Skill Development, Spelling Instruction, Teaching Methods, Vocabulary Development, *Writing Instruction, *Writing Skills

Intended for practitioners in the field of behavior disorders, this monograph presents a measurement rather than method focus to reading and writing instruction that is heavily based on the premise of developing skills, practicing such skills, and measuring growth in such skills. Two measurement concepts proficiency and learning measurement are interwoven in the first section on reading, which looks in depth at word pronunciation and reading comprehension and provides a standard behavior chart. The second section on writing stresses prior proficiency in reading words and structures before beginning work on writing skills. Reading proficiently is defined as reading 150-250 words correctly per minute with 5 or fewer errors. Writing activities are focused on real-world activities such as filling out application forms, making lists, or writing personal letters. These activities are presented in the separate sections on handwriting, spelling, capitalization, sentence and paragraph structure, and grammatical and vocabulary usage. Included in each section are samples of practice/evaluation sheets. Examples are also provided of directions for use in a learning center, spelling correction sheets, and file cabinet organization. (HOD)

ED 220 866 CS 207 200

Ede, Lisa Lunsford, Andrea

On Distinctions between Classical and Modern Rhetoric.

Pub Date-Mar 82
Note-29p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Curriculum, *College English, Communication (Thought Transfer), *Comparative Analysis, Higher Education, Language Role, Logical Thinking, Persuasive Discourse, *Rhetoric, *Rhetorical Criticism
Identifiers-*Classical Rhetoric, *New Rhetoric

The emergence of a modern or new'' rhetoric has been characterized by its attempt both to recover and reexamine the concepts of classical rhetoric and to define itself against that classical tradition. The distinctions that are persistently drawn between classical and modern rhetoric fall under four related heads: images of man and society, logical argument, speaker-audience relationship, and persuasion versus communication. The first two distinctions, which view the classical image of man as a rational being and the logical proofs as supreme, discount classical rhetoric as too rationalistic [illegible] two, which present the speaker-audience relationship in classical rhetoric as antagonistic and unidirectional and its goal as persuasion, discount classical rhetoric as being too dependent upon emotional manipulation and coercion. These distinctions reflect two major problems: (1) a failure to relate Aristotle's Rhetoric'' to the rest of his philosophy, and (2) serious, persistent misunderstandings about the nature and function of the pisteis'' and of the enthymeme'' in Aristotelian rhetoric. A much more accurate way to describe Aristotle's concept of the goal of rhetoric is as an interactive means of discovering meaning through language. Such an approach demands that rhetoric be reinstated at the center of the curriculum, as the art of using language in the creation and sharing of knowledge and belief. One way to begin this task is by eschewing the false distinctions that have been drawn between classical and modern rhetoric and by building instead on their powerful similarities. (HOD)

ED 221 001 EC 150 023

Turner, Dayton Ray
Transporting Handicapped Students: Driver Manual.
Pub Date-80

Note-206p.; For related document, see EC 150 023.
Available from-Human Services Press, 2720 Penacho Circle, Colorado Springs, CO 80917 ($18.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bus Transportation, *Disabilities, *Discipline, Driver Education, Elementary Secondary Education, *Student Characteristics, Student Needs, *Student Transportation
Identifiers-*Bus Drivers

The document offers guidelines for van or bus drivers transporting handicapped students to and from school. Part 1 offers an overview of adaptive transportation services and gives specifics on providing services to the blind/visually impaired, hearing impaired, mentally retarded, physically handicapped, behaviorally disordered, learning disabled, and speech impaired. Also considered are adaptive equipment, general handling techniques, carrying, seating and securing, loading and unloading, and emergency procedures. Part 2 contains tables with guidelines covering 12 orthopedic aids most commonly used by student passengers and more than 62 handicapping conditions. Addressed for each condition (listed alphabetically) are characteristics, treatment, and adaptive transportation needs. A final part focuses on behavior management of students in transit. Key concepts in behavior management are addressed, including determining appropriate/inappropriate behaviors, dealing with individuals, and dealing with situations. Among the specific conditions listed are the following: arthritis, artificial limbs, personality disorders, cerebral palsy, epileptic seizures, obesity, paralysis, and stroke. (SW)

Marshall, Geraldine

Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.

Coventry Education Authority (England).
Pub Date-80
Note-56p.; Produced by the Minority Group Support Service.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cloze Procedure, *Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), *Language Proficiency, *Language Tests, Linguistic Competence, Linguistic Performance, *Standardized Tests, Test Construction, *Testing Problems, Test Reviews

In an appraisal of proficiency tests currently available for English as a second language (ESL), it is found that linguistic competence, rather than communicative proficiency, is being measured. Problems involved in developing standardized communicative tests for use with different age groups in a multicultural school context are discussed. Guidelines are given for designing assessment procedures for communicative proficiency tests. They fall into the general areas of: (1) analyzing the language needs of children in terms of global tasks and communication skills, (2) age relevance and authenticity of materials, and (3) extrapolation and assessment. A summary chart of tests of proficiency in ESL is appended. (EKN)

ED 221 061 FL 013 243

Bialystok, Ellen
On Learning Language Form and Language Function.
Pub Date-May 82
Note-28p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Communicative Competence (Languages), Error Analysis (Language), *Interlanguage, Language Research, Language Usage, *Learning Processes, Psycholinguistics, *Second Language

Learning, Sociolinguistics, Speech Communication

An observable feature of learner language, linguistic variability, is described and used as the basis for speculating about an aspect of the process of second language learning. It is hypothesized that variation in correct use of target language forms varies as a function of the demands placed on the learner to produce these forms. Three groups of adult subjects enrolled in community college programs participated in the study. Twenty-six were intermediate English as a second language (ESL) students, 21 were advanced ESL students, and 16 were native speakers of English. Transcripts of planned discussions provided the data of the analysis which examined the use of the Wh-question system and the verb system. The linguistic variability in the data seemed to be systematic. With regard to dimensions of language proficiency, these appeared to be the extent to which the learner's knowledge of the language is analyzed, and the extent to which the knowledge is automatically accessible. The framework generated by these two dimensions describes the learner's knowledge of the language; it serves to separate formal knowledge from the ability to apply known aspects of the language to various purposes. The model derived from the data is that the process of language learning involves the gradual analysis of the structure of language and the development of more fluent retrieval procedures. (AMH)

ED 220 694 CE 033 790

Runge, Lillian

Confidentiality.'' Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-15p.; For related document see CE 033 791. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Confidentiality, Individualized Instruction, Learning Activities, Learning Modules, *Patients, Postsecondary Education, Secondary Education

This learning activity package on confidentiality is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, a list of definitions, information sheets, and answers to reviews. These topics are covered: confidentiality, when not to discuss information about patients, and what is confidential information. (YLB)

ED 220 963 EA 014 948

Troob, Charles Ryzewic, Susan Remmer

Accuracy of Data in a Computerized Student Record System for a Large District.

Pub Date-20 Mar 82

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Oriented Programs, Confidentiality, *Databases, Data Processing, Education Service Centers, Elementary Secondary Education, Information Needs, Management Information Systems, Public Schools, *Quality Control, Recordkeeping, *Standards, *Student Records

Identifiers-*Integrated Student Data System, *New York City Board of Education

The New York City Public School System has mandated an Integrated Student Data System (ISDS). This integrated system will include data already maintained in independent computerized files, as well as data that have not been computerized in any systematic way. This paper explores general issues about data accuracy for a system that covers all the students in the school system and that will include information required for a very wide range of functions. The paper develops three major themes. The first is that the need for data accuracy depends upon the use for which the data are intended. A second theme is that data system participation must be encouraged, for instance by maximizing the fit'' between the data system and the day-to-day operation of the school. The final theme is that the ISDS must ensure timely submission by schools of accurate data, that performance must be monitored, and that it must be possible to provide feedback. For each subject, discussion of issues and complications yield operating principles and guides for action. (Author/MLF)

ED 221 095 HE 015 361

Ellis, Susanne D.

1980-81 Graduate Student Survey. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
Report No.-AIP-R-207.14
Pub Date-May 82
Note-14p.
Available from-American Institute of Physics, 335 East 45 Street, New York, NY 10017.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Astronomy, *College Graduates, Degrees (Academic), Doctoral Degrees, *Education Work Relationship, *Employment Opportunities, Employment Patterns, Employment Statistics, Financial Support, Foreign Students, *Graduate Students, Higher Education, Majors (Students), Masters Degrees, Minority Groups, *Physics, Salaries, Student Characteristics, Vocational Followup

Results of the 1980-81 Graduate Student Survey of physics and astronomy students are presented. Information is presented on the following: employment offers for new physics masters and doctorate recipients, 1976-81; characteristics of the graduate physics student population, 1980-81, including sex, citizenship, professional society membership, major of bachelor's degree, type of bachelor's institution, type of graduate institution, student status, and source of support; characteristics of minority group physics students; number of graduate physics students, subfield and year of graduate study completed, 1980-1981; sources of support for graduate physics students, by sex and degree status; number of advanced graduate physics students specializing in selected experimental or theoretical subfields by years of graduate study completed; type of research performed by doctoral candidates with respect to years of graduate study completed; distribution, by subfield and employment offers for doctorate recipients; post-degree plans of physics terminal master's degree recipients; distribution, by subfield, of employment offers for terminal master's; employment characteristics of 1980-81 recipients of master's degrees; background characteristics and post-doctorate status of 1980-81 physics graduates; use of physics in potentially permanent employment of graduate degree recipients; initial employment with potential permanence for 1980-81 physics doctorate recipients; median monthly salaries paid by U.S. employers to new physics graduates; graduate astronomy students by subfield and years of graduate study; characteristics of the graduate astronomy student population; and background characteristics and post-doctorate status of 1980-81 astronomy graduates. (SW)

ED 220 601 CE 033 396

Bloom, Howard S. McLaughlin, Maureen A.

CETA Training Programs: Do They Work for Adults?

Congress of the U.S., Washington, D.C. Congressional Budget Office.;
National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date-Jul 82
Note-106p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Adult Vocational Education, Disadvantaged, Employment Level, *Employment Programs, Federal Legislation, Federal Programs, *Income, *Job Training, On the Job Training, *Outcomes of Education, *Program Effectiveness, Wages, Work Experience Programs
Identifiers-*Comprehensive Employment and Training Act, Reauthorization Legislation

In preparation for the scheduled expiration of the Comprehensive Employment and Training Act (CETA) legislation at the end of fiscal year 1982, background information was gathered to analyze the effects of CETA training on participants' post-program earnings. An analysis was made of information gathered on persons over 24-years-old who entered a CETA program between January 1975 and June 1976 (the most recent group for which appropriate data were available) and of a comparison group of low-income persons who were not in a CETA training program. The findings suggest the following conclusions: (1) Training increased the average future earnings of female participants substantially (an average gain of between $800 and $1,300 annually). This was probably because CETA training programs increased hours worked more than wage rates and because female participants had less past employment experience than male participants; (2) Training did not seem to affect the average future earnings of male participants. This was probably because men had previously been employed more than women and there was little effect on their wage rates; and (3) Both male and female participants with the least past employment experience had the largest earning gains after training. It was suggested that future job-training legislation consider different means for addressing the employment problems of persons with little previous employment experience and of persons with previous employment experience but chronically low earnings. (KC)

ED 220 620 CE 033 478

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-683p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-*Construction (Process), Construction Materials, Curriculum, Equipment, Hand Tools, Learning Activities, Lesson Plans, *Occupational Information, Postsecondary Education, *Structural Elements (Construction), Technical Education, Test Items, Transparencies, Units of Study, Vocational Education
Identifiers-Military Curriculum Project, *Surveying (Construction)

This short course on construction surveying was developed from military curriculum materials for use in technical and vocational education programs. Students completing the course should be able to perform engineering surveys related to area and route surveying (knowledge of basic survey techniques is a prerequisite). The course is divided into two units. Unit 1 contains a 1-hour lesson introducing the course and covering safety aspects of the job. Unit 2 contains 13 lessons totaling 29 hours of classroom and 66 hours of practical instruction covering the following topics: construction surveying; horizontal control; vertical control; topographic survey; road surveying; road surveys; horizontal curves; vertical curves; grade and earth-work computations; engineering transit adjustment; level adjustment; utility surveying; and building layout. The course contains both student and teacher materials. Printed teacher materials include an introduction to the course; outline of instruction; outline of training objectives; lists of texts, references, tools, equipment, materials, training aids and devices, and training aids equipment; a master schedule; and instructor guides. Instructor guides include lesson plans and activities for instructor and students. Information sheets, job sheets, and practical test sheets are provided for students. In addition, appropriate chapters of two Navy manuals to be used in the course are provided, and transparency sets and references are suggested.

(KC)

ED 220 639 CE 033 536

Illinois Vocational Home Economics Curriculum Guide.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Aug 82

Note-615p.; Developed by the Illinois Home Economics Curriculum Project Staff.

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-Career Exploration, Child Rearing, *Course Content, *Course Organization, Educational Resources, Elementary Secondary Education, Family Life Education, Home Economics, Home Economics Skills, Homemaking Skills, Interpersonal Competence, Interpersonal Relationship, Learning Activities, Marriage, *Occupational Home Economics, Parent Role, State Curriculum Guides, Units of Study

Identifiers-Future Homemakers of America, Home Economics Related Occupations, *Illinois

This curriculum guide for vocational home economics in Illinois is divided into four sections. The first section describes Illinois vocational home economics programs and how program sequences may be developed. General information about the integration of Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) is also included. The second section includes lists of possible concepts related to the various home economics subject areas that might be stressed in grades K-6. This section also contains content outlines for exploratory courses at the middle school/junior high level, along with suggestions for learning experiences to accompany these outlines. Possible ways to organize courses of differing lengths at this exploratory level, as well as an outline of an Orientation to Home Economics'' course for the ninth grade is included. Section 3 contains outlines for courses in the various program sequences, along with suggested class and FHA-HERO activities. Also included in this section are ideas for learning activities and course outlines for each program. The final section of the guide lists addresses of publishers,

audiovisual sources, and magazine publications. (KC)

ED 220 676 CE 033 622

Borack, Jules I.

The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-TR-82-62

Pub Date-Sep 82

Contract-N00123-80-C-0283

Note-76p.; Parts of the document are marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults, Advertising, Armed Forces, Attitudes, *Incentives, Labor Needs, *Males, Marketing, *Military Service, *Motivation, Motivation Techniques, National Surveys, *Recruitment

Since the population of 17-to-21-year-old males, the traditional source for military recruitment, will decline sharply during the 1980s, consideration is being given to recruiting males aged 23-29. A national survey was conducted to assess the interest of 23-to-29-year-old men in joining the military under present conditions and with monetary (bonuses, educational incentives, lateral entry pay) and nonmonetary (training, job, location, guarantees, contract length options) incentives. A variation of random digit dialing was used to locate males in the sample age group not currently in the military; telephone numbers were drawn so that listings for each state were proportional to state population; and interviewing was terminated when approximately 4,000 interviews were obtained. Results of the survey showed that 12.7 percent of the respondents indicated they were definitely or probably planning to join the military, with the Air Force the most preferred service. Persons planning to join the military most commonly listed training, gaining new skills/experience, patriotism, and economic factors as motivating factors. Persons not interested in joining the military noted already having families and jobs as deterrents. The survey also showed that training and locational guarantees, educational benefits, and lateral entry pay were powerful incentives. It was concluded that marketing/advertising strategies need to be developed to recruit men of the 23-29 age group into the military service. (KC)

ED 220 740 CG 016 145

Oaster, Thomas R. F.

Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights.

Pub Date- 81

Note-9p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *American Indians, Behavior Patterns, Comparative Analysis, Cross Cultural Studies, Elementary Secondary Education, Interpersonal Relationship, Nonreservation American Indians, *Parent Attitudes, *Racial Differences, Reservation American Indians, *Student Attitudes, *Student Rights, *Teacher Attitudes

Past research has assumed that differences between parents and school officials on the topic of discipline are to be expected. Previous student rights research has also tended to focus on student reactions. To explore differences among students', teachers' and parents' perceptions of student rights, three studies were conducted. The first included elementary and high school teachers, junior and senior high school students, and parents. The second included parents and tenth grade students. The third included Indian and non-Indian parents and reservation and off-reservation teachers. Studies I and II supported the differences in parents' and students' perceptions. Studies I and III produced no parent-teacher differences. Study III produced no differences between Cheyenne (reservation) and non-Cheyenne parents. The age-related progression of attitudes found in Study I tended to agree with previous research. (JAC)

ED 220 886 CS 503 939

Salem, Philip
The Development of the Semantic System.
Pub Date-May 80
Note-27p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 21-25, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Child Development, *Cognitive Development, *Developmental Stages, *Language Processing, Psycholinguistics, *Semantics, *Structural Analysis (Linguistics)

A study was conducted to test an hypothesis relating semantic structures to cognitive development, specifically that the mean number of associative complexes used by a group of children will be significantly greater than the mean number of associative complexes used by a group of adolescents. The word game Password'' provided a simulation of a speech communication context. Pilot studies helped determine the test words, the reliability of the judges, and the most effective method of playing the game. Subjects were 54 fourth graders, ages 9 and 10, and 52 high school sophomores and juniors, ages 15 and 16. Clues and guesses were sent and received through the judges, who acted as intermediaries. Although results did indicate that the semantic system differed across the two age groups and that there is a semantic component in speech, associative structures were more prominent when adolescents were engaged in sending behavior and when children were engaged in receiving behavior, a finding opposite of the prediction of the hypothesis. Explanations of this result must be extremely tentative, but perhaps the age range selected for this study was not really representative of a separate semantic state, or perhaps the semantic model is appropriate for decoding but not for encoding. This speculation suggests a fruitful avenue for future research. (JL)

Hitchens, Howard

How Can We Best Produce Courseware?

Pub Date-81

Note-4p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, Computer Assisted Instruction, Consortia, *Educational Television, Financial Support, *Instructional Materials, *Material Development, Models, Program Costs

Several models exist for production methods that can be used in the development of instructional materials for use in television- or computer-based instructional programs. These models include the established audiovisual industry that currently produces educational films and similar materials; consortia of educational institutions sharing in the development and distribution of courseware; nonprofit agencies for instructional television, cooperating with state education departments; computer manufacturing companies; and major public and commercial broadcasting networks. Several methods exist for coping with the high costs of courseware development: government and private foundation grants are available, consortium members can share costs, and the computer hardware and software industries can be relied upon to meet the costs in return for ownership of the resulting products. The author of this document recommends establishing consortia to produce video courseware and depending on the computer industry to produce microcomputer courseware until the consortia can develop sufficient resources to enter that field as well. (Author/PGD)

ED 220 983 EA 014 987

Ladd, Helen F. Wilson, Julie Boatright
Tax Limitations in Massachusetts.
Harvard Univ., Cambridge, Mass. Kennedy School of Government.; Lincoln Inst. of Land Policy, Cambridge, MA.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jan 82
Grant-NIE-G-81-0006
Note-363p.; Section 1, ``Proposition 2 1/2: Explaining the Vote,'' is available separately as ED 213 100.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Community Attitudes, Community Characteristics, Educational Attitudes, Expectation, *Finance Reform, *Government Role, Human Services, Political Issues, *Public Opinion, Questionnaires, State Surveys, Tables (Data), *Taxes, *Tax Rates, Voting
Identifiers-Massachusetts, *Proposition 2 and One Half (Massachusetts 1980), *Tax Limitations, Voting Behavior

A statewide telephone survey of over 1,500 household heads in 58 Massachusetts cities and towns, conducted soon after the passage of Proposition 2 1/2 in November 1980, sought to discover why voters favored the law and what public services they wanted. Proposition 2 1/2 not only restricted Massachusetts property taxes but also reduced automobile excise taxes, allowed deductions for rent from taxable income, removed school committees' fiscal autonomy, and altered other government practices. This document presents the survey results in five sections. Section 1 relates voters' knowledge and expectations about Proposition 2 1/2 to their desires for changes in government services in order to explain the vote. Survey results are analyzed by community in section 2 and compared to Boston residents' views. Section 3 uses multivariate analysis to examine the effects of several public policy issues, such as tax reform and government inefficiency, on voters' expectations and preferences. Section 4 turns to the same methodology to analyze the effects of community fiscal and demographic characteristics and of respondents' attitudes toward government. The final section discusses the way attitudes toward education affected the vote. Three appendices present the questionnaire and further methodological information. (Author/RW)

ED 221 079 HE 015 215

Sharma, Shiva C.
Academic Support Services Programs in Higher Education.
Pub Date- 77
Note-73p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Advising, Academic Aptitude, *Access to Education, Basic Skills, *College Students, *Developmental Studies Programs, *Educationally Disadvantaged, Educational Policy, Higher Education, High Risk Students, Open Enrollment, Program Evaluation, School Orientation, Student College Relationship, Student Needs, *Student Personnel Services, Student Recruitment, Tutorial Programs
Identifiers-*University of Wisconsin

Programs providing academic support services in colleges and universities and the evaluation of these services are reviewed. Attention is also directed to the need for opportunities in higher education for students with marginal high school academic records, and responses to the need by institutions of higher education. It is suggested that there are new students in higher education who should be admitted on the basis of an open door admissions policy with academic support services programs and without a consequent erosion of quality of education. New students with marginal high school academic records can operationally be defined as scoring in the lowest third among national samples of young people on traditional tests of academic ability. The University of Wisconsin considered the following components vital to academic support services programs: recruitment, orientation, developmental skills programs, academic counseling, personal counseling, tutorial assistance, and monitoring and evaluation. The legislative history of academic support programs currently operating at the University of Wisconsin and at other universities is briefly reviewed: the Talent Search Program, Upward Bound Program, special services for disadvantaged students, and Educational Opportunity Centers. Objectives of the following types of programs are identified: tutorial assistance, academic and special counseling, career counseling, summer orientation, reading and study skills laboratory, writing laboratory, and student recruitment and selection. Recommendations are offered regarding the role of the director of academic support services programs, policy directives to strengthen institutional commitment and administrative support, professional development of faculty members, and ways to meet student needs. A bibliography is appended. (SW)

ED 220 658 CE 033 556

Appelson, Marilyn And Others

HELP. Handbook for English Language Paraprofessionals.

Oakton Community Coll., Des Plaines, IL.

Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.

Pub Date-Jul 82

Note-189p.

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, *English (Second Language), Guidelines, Learning Activities, Lesson Plans, *Second Language Instruction, *Teaching Methods, *Tutoring, Units of Study, Visual Aids

Identifiers-Oakton Community College IL

This handbook contains a collection of creative ideas and activities for teaching English as a second language (ESL), organized by levels and topics. The handbook helps to foster an understanding of the tutor's role in creating a learning environment and to develop an awareness of the variety of instructional approaches. The format of the handbook, arranged into seven levels and indexed by topic, is designed to help the tutor determine the appropriateness of each lesson for a particular student or group of students. Most of the lessons are self-contained, requiring minimal preparation. Included are visuals, resource sheets (or suggestions for easily obtained materials), notes to the tutor, procedures for carrying out the lesson, and suggestions for conducting activities such as dialogues, role playing, games, chain drills, and coping activities. Often, variations and follow-up activities are suggested to provide opportunities for rehearsing the material and transferring the skills to real communication. Student worksheets augmenting most lessons can be used as prepared or adapted before duplication. Notes on the role of the tutor and tutoring tips also are included in the handbook. (KC)

ED 220 695 CE 033 791

Runge, Lillian

Confidentiality.'' Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-23p.; For related document see CE 033 790. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Confidentiality, Individualized Instruction, Instructional Materials, Learning Modules, *Patients, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on confidentiality. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, student completion cards to issue to students as an indicator of successful LAP completion, and a student worksheet. (YLB)

ED 220 721 CE 033 833

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Department of Education, Washington, DC.

Pub Date- 82

Note-232p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Alarm Systems, *Aviation Technology, Behavioral Objectives, Electrical Occupations, *Electrical Systems, *Electric Circuits, *Electronic Equipment, *Electronic Technicians, Equipment Maintenance, Equipment Utilization, Instructional Materials, Learning Modules, Military Personnel, Military Training, Postsecondary Education, Secondary Education, Study Guides, Systems Analysis, *Technical Education, Workbooks

Identifiers-Military Curriculum Project

These military-developed curriculum materials consist of a volume of text information; a student workbook containing objectives, reading assignments, chapter review exercises, and answers; a volume review exercise; and two illustration booklets for use with the student exercises. Covered in the course are the following topics: use and maintenance of electronic testing equipment, analyzing complex direct current (DC) circuits, reactors in circuit relationships, diagnosing malfunctions in a multi-generator DC power system, multi-generator alternating current (AC) system problems, and analyzing control and warning system problems. Designed for student self-study and evaluation in a shop or on-the-job learning situation, the course can be implemented as it is or used as supplemental material in both aircraft maintenance courses and advanced electrical application courses. (MN)

Rouson, William E.
A Training Guide for Peer Group Counselors. Revised.
Riverside County Superintendent of Schools, Calif.
Pub Date-82
Note-64p.; For related documents, see ED 199 586 and ED 217 314.
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Guidance, Communication Skills, *Counseling Techniques, *Counselor Training, Group Counseling, Helping Relationship, High Schools, *High School Students, *Peer Counseling, Program Descriptions, Program Guides, Student Motivation, *Training Methods

This training guide is designed to prepare high school students to assist school counselors in incorporating career guidance and job training skills into an ongoing high school guidance curriculum. The materials focus on training students to listen to the problems and concerns of other students, to provide career information, to learn problem-solving and decision-making strategies, to develop job-getting skills, and to prepare an Individualized Career Education Plan. The guide includes training in communication skills, leadership, decision-making and problem-solving skills, and peer counseling techniques. A peer group counseling 2-day training outline is provided along with a section of teaching/learning aids that contains sample worksheets, handouts, and evaluation forms for the student workshop participants. (JAC)

ED 220 787 CG 016 385

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.

J W K International Corp., Annandale, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-1 Oct 80

Contract-78-C-1192; SB-4-4-8(a)

Note-150p.; For related documents, see CG 016 032-33, CG 016 384, and ED 187 002.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Case Studies, *Discipline Policy, Educational Innovation, *Nontraditional Education, *Program Effectiveness, Racial Factors, *School Counseling, Secondary Education, Secondary School Students, Student Problems, Student School Relationship, *Suspension

Identifiers-*Impact Studies, *In School Suspension

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This volume from the second year report presents case study data and analyses from three of the six school districts comprising the project sample. For each case study, an introduction, a review of the discipline policy at the school district level, a program description, the procedures used to refer students to the program, site observations, and a summary are provided. The data analyses focus on such topics as the philosophical commitment of the principal and program staff, attitudes toward due process, characteristics and qualifications of the program staff, coordination of resources, preservice/inservice training efforts, and the integration of the alternative program into the regular instructional program. Sample assignments for average and remedial students placed on in-school suspension in one district are appended. (HLM)

CS

ED 220 807 CS 006 796

Putnam, Lynne

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.

Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Grant-NIE-G-80-0134
Note-193p.; For related document see CS 006 797.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Beginning Reading, *Classroom Observation Techniques, Kindergarten, Phonics, Primary Education, Program Descriptions, Reading Aloud to Others, Reading Instruction, *Reading Programs, *Reading Readiness, *Reading Research, *Student Reaction, Sustained Silent Reading, Teaching Methods, Urban Education
Identifiers-*Literate Environment Approach

The first volume of this final report of a large study that detailed the day-to-day workings of, and student response to, two philosophically different approaches to reading readiness as they were used in six Philadelphia (Pennsylvania) kindergartens reports on the literate environment approach. The background section explains that this approach consists of (1) periods in which children can pretend read, discuss books with friends, or print; (2) time for teachers and volunteers to read and reread stories to the children; (3) follow-up activities related to those stories, including dramatizations; (4) sustained silent reading time; (5) activities to foster metalinguistic awareness; and (6) the provision of a phonics workbook for children who become interested in learning to decode. The methodology section describes how the study draws on the techniques of ethnographers and adopts the methodology of naturalistic observation, noting that researchers observed and recorded teachers and students for 55 full sessions and documented what happened during 169.1 hours of classroom time. The section further explains that because the approach represented an innovation, the teachers who volunteered to implement it received extensive training and support. The third section describes the literate environment approach to reading readiness, and the final section describes the children's response to the approach. No attempt is made to compare the approach of this volume with the second or traditional'' approach that is reported in the second volume. (HOD)

ED 220 827 CS 206 767

Cook, Donna Logsdon

Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.

McGill Univ., Montreal (Quebec). Faculty of Education.
Spons Agency-Ministry of Education, Quebec (Canada).
Pub Date-82
Note-61p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Programs, Higher Education, *Language Skills, Program Evaluation, *Reading Skills, Self Evaluation (Individuals), *Student Needs, Study Habits, *Study Skills, *Vocational Education, Vocational Education Teachers

A study of a B.Ed. (Vocational) part-time program at McGill University (Canada) was conducted to assess the language and study skills of students in the initial phase of the program, to identify skills deemed necessary for a successful completion of the program, to provide language/study skill instruction within the course framework, and to make recommendations for improving the program. The Wrenn Study-Habits Inventory was given to 11 first year and 17 second year students in the program, and the students were also asked to rate their own study skills for nine essential items. The timed practice exercises used to help the students improve their reading skills were evaluated, as was a writing sample taken from the second year students. Analysis of the data produced by these instructional exercises led to several recommendations for improving the program, including (1) professors should develop a policy regarding language competencies throughout the program, (2) the student should complete a language and study skills self-assessment before or right after entering the program, (3) skill materials for use at home should be developed, (4) a plan for providing remedial help as early as possible for students with specific deficiencies should be developed, and (5) language skills instruction should be integrated as much as possible with vocational course content. (Appendixes contain materials used in the study.) (JL)

ED 220 847 CS 207 169

Rodriguez, Harmony
Natalie Clifford Barney: An Annotated Bibliography.
Pub Date-7 May 82
Note-68p.; M.L.S. Thesis, University of California, Los Angeles.
Pub Type- Reference Materials - Bibliographies (131) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *Authors, *Feminism, Fiction, *Womens Studies
Identifiers-*Barney (Natalie Clifford)

Designed to aid and encourage more feminist research about Natalie Clifford Barney (1876-1972) and her circle of friends, this bibliography lists works relevant to the life of this American writer who lived and worked in Paris. The bibliography opens with an introduction providing biographical details, information about Barney's relationships with other writers, and comments about her relevance to feminist studies. The citations include works written by and about her, and there is also a listing of works in which she appears as a fictional character. French as well as English language works are listed, and the citations are annotated whenever possible. Indexes of names and authors and of titles conclude the bibliography. (HTH)

ED 220 907 EA 014 751

Bliss, Sam W.

Zero-Base Budgeting: A Management Tool for School Districts.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Report No.-ISBN-0-910170-04-5

Pub Date-78

Note-50p.

Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 2804; $7.50).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, *Educational Administration, Elementary Secondary Education, Program Descriptions, Program Implementation, Records (Forms), Resource Allocation, *School Administration

Identifiers-Ranking, *Zero Base Budgeting

To help school managers make more efficient use of educational resources, this handbook discusses and describes zero-base budgeting (ZBB). After a brief introductory chapter, the author explores the nature and characteristics of ZBB, gives a little of its historical background, notes its relationship to planning and to educational accountability, and lists ZBB's five basic steps: (1) identifying decision units '' (defined as any programs that consume resources), (2) analyzing decision packages'' (documents that describe a decision's objectives, activities, resources, and costs), (3) ranking decision packages, (4) allocating funds, and (5) preparing official budgets. Chapter 3 covers the development of decision packages, including the packages' relationship to decision units, their contents, and the making of alternative packages. Sample decision package forms are provided. Chapter 4 discusses ranking the decision packages, suggests methods and procedures for ranking, and presents sample ranking forms. The final chapter outlines the implementation of ZBB, development of an implementation manual, the role of implementation teams and district administrations, and the importance of policy decisions, budget formats, communication, and personnel development in implementing ZBB. (RW)

ED 220 925 EA 014 842

Deringer, Dorothy K.
Computers/Software More for Less.
Pub Date-81
Note-8p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.
Available from-Not available separately; see EA 014 833.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, Computer Programs, Computers, Computer Science, Computer Science Education, Educational Policy, Educational Technology, Elementary Secondary Education, Government Role, National Programs, Postsecondary Education, Public Policy
Identifiers-*National Science Foundation

In anticipation of the educational needs of the late 1980s in science, mathematics, and engineering education, the National Science Foundation has supported a variety of projects that can serve as examples and models of the uses of computing in science education. These projects fall into three categories, focusing on the computer as a tool of science, as an instructional delivery system, and as an object of study in its own right. This report describes several of these projects and outlines the specific interests expressed in computing by the National Science Foundation, by Congress, and at a conference on National Goals for Computer Literacy. The author urges the adoption of national strategies for (1) stimulating development of courseware, software, and materials, as well as methods for financing acquisition of hardware; (2) training teachers and administrators; and (3) continuing research and development activities. The author further argues that continuance of the nation's technological sophistication requires the establishment of national policies, goals, and strategies to ensure that our educational system can produce students who can participate in a computer-literate society. (Author/PGD)

ED 221 021 FL 013 080

Ullmann, Rebecca And Others

L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription. Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-0244-X
Pub Date-82
Note-80p.; Designed for use with audio cassette tapes.
Language-French; English
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advanced Courses, Area Studies, *Cultural Education, *Folk Culture, *French, Learning Activities, *Music, Postsecondary Education, Secondary Education, *Second Language Instruction, Singing
Identifiers-*Acadia, *Butler (Edith)

This experimental French language teaching module presents an introduction to Acadian history and culture through the songs and perceptions of Acadian singer Edith Butler. Included are a teacher's guide, a cassette tape transcript booklet, and a booklet containing historical and geographical information on Acadia. The core of the module is a taped interview with the singer, in three parts, followed by a fourth part featuring her songs. The teacher's guide, in addition to suggestions for the use of the various components, includes the music for Edith Butler's songs. The module attempts to deal with one of the most current issues in second language pedagogy: how to achieve real communication in French as a second language classes by using topics and issues that are of interest to students and have obvious relevance in contemporary Canadian culture. (MES)

Stennett, R. G. Earl, L. M.

Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.

London Board of Education (Ontario). Educational Research Services.
Pub Date-82
Note-8p.; For related documents, see FL 013 148 and ED 189 855-857.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Cultural Awareness, Educational Research, *French, Grade 8, *Language Attitudes, *Language Skills, Secondary Education, *Second Language Learning, Skill Development, *Testing, Test Results
Identifiers-*Ontario (London)

Major changes were implemented in the elementary French program in London, Ontario during the period from 1968-78 and other major changes have been planned for 1978-88. One of the most significant changes was the increase in instructional time from 120 to 180 to 240 hours in grades 7 and 8. A summary of various studies on the impact of these changes on student achievement, attitudes, and cultural awareness is presented. The subjects were 400 students from 15 grade 8 classes. International Association for the Evaluation of Educational Attainment (IEA) materials were used to test reading, listening, and speaking. Individual oral-aural tests were given. To measure cultural awareness, the Survey of French Cultural Awareness test was administered, and three different tests were used to assess students' attitudes. These tests

assessed their attitude toward French Canadians and toward learning French, and French class anxiety. A review of the data reveals considerable improvement in reading and speaking skills, and oral-aural skills, and modest improvement in listening skills. However, students' knowledge of French culture has not improved. Their attitudes toward French Canadians, initially fairly positive, has become slightly more so, and their anxiety about French class has lessened slightly. (AMH)

Galloway, Vicki
Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
South Carolina State Dept. of Education, Columbia. Office of General Education.
Pub Date-81
Note-122p.
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Class Activities, *Cross Cultural Training, *Cultural Awareness, Educational Objectives, *Global Approach, Latin American Culture, *Learning Activities, Secondary Education, *Second Language Instruction, Spanish Culture, Teaching Methods
Identifiers-French Culture

These proceedings of a cross cultural workshop for foreign language teachers sponsored by the South Carolina Department of Education deal with various aspects of education for global awareness. The proceedings and workshop activities are presented in six sections: (1) 22 quotations illustrating why education for global awareness is necessary; (2) definitions of global education and various activities designed to elicit definitions and understandings of culture from the participants; (3) a discussion of and activities on goals of cultural instruction, both cognitive and attitudinal or affective; (4) 2 frameworks for ensuring that culture becomes a deliberate and viable element of the foreign language curriculum, based on cultural universals and text-adaptation; (5) suggested strategies to help students internalize specific cultural concepts; and (6) resources for teaching culture in general and for the French-speaking and the Spanish-speaking world. An appendix includes three letters written from Morocco, Tahiti, and Haiti by Americans. (AMH)

ED 220 583 CE 032 528

Chandler, Wylda And Others

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Spons Agency-South Carolina Appalachian Council of Governments, Greenville.

Pub Date-Feb 82

Note-100p.; For related documents see CE 032 524-530.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accounting, Articulation (Education), Bookkeeping, Budgeting, *Business Skills, *Competency Based Education, Computers, Data Processing, *Office Occupations Education, Postsecondary Education, Program Development, Program Implementation, Recordkeeping, Secondary Education, Vocational Education

Developed during a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning modules for use in Accounting I and II. Various aspects of implementing and articulating secondary and postsecondary accounting courses are covered, including course content, performance standards, student-teacher agreements, suggested instructional times, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. Among those topics addressed in the 30 task sheets of the first module are principles of debit and credit, preparing schedules of accounts payable and accounts receivable, preparing income and capital statements, preparing accounting data for computer processing, tax returns, and journal entries. Dealt with in the 21 task sheets of the second module are similar but more advanced principles of accounting. Each task sheet contains some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

ED 220 848 CS 207 170

Lanfranco, Leonard W.

Advertising and Regulation during the New Deal Era, 1933-1941.

Pub Date-Jul 82

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising, *Consumer Protection, *Federal Legislation, United States History

Identifiers-*Depression (Economic 1929), Federal Trade Commission, Food and Drug Administration

As the New Deal'' era of the Great Depression'' promised relief from the publicly perceived failures of business and industry, a corresponding attitude of consumerism arose, aimed at Big Business's'' accomplice, advertising. Across the nation, national and local consumer protection organizations arose, and nonconsumer related organizations adopted consumer objectives. From 1930 through 1940, as many as 50 organizations worked at one time or another for the passage of national consumer legislation. Advertisers who had been dismissing the existence of the consumer movement were forced to take notice of the federal government's response to consumer activity. Consumers turned their attention to restoring and expanding the powers of the Federal Trade Commission, which had been greatly restricted by the Roosevelt appointed but business-controlled National Recovery Administration. After 5 years of unsuccessful attempts to pass consumer legislation, Congress passed the Copeland Bill (a pure food, drug, and cosmetic labeling act) and the Wheeler-Lea Act, which gave the Federal Trade Commission power to stop false advertising or ads that were deceptive by omission. Business and advertising on the one hand and consumers and government on the other claimed victory in the passage of these two laws, the former having influenced the final statutes to their advantage by excluding false advertising from the control of the Food and Drug Administration. (HTH)

ED 220 867 CS 207 201

Cronnell, Bruce

Regularity and Irregularity in English Spelling and in Spelling Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-SWRL-TN-2-82/29

Pub Date-30 Sep 82

Contract-400-80-0108

Note-9p.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification, Elementary Education, Language Arts, *Language Patterns, *Outcomes of Education, Phoneme Grapheme Correspondence, *Spelling, *Spelling Instruction, Teaching Methods

Defining regularity in the English language is not a straightforward matter because of the complex relations between sound and spelling.

Predictable patterns are those spellings that can be readily predicted from pronunciation. Rare and unpredictable spellings are found only in a small set of words probably 10% or less of the vocabulary in English. However, the boundary between rare and frequent unpredictable patterns is unclear. Since rarity has no absolute values, such distinctions in instruction must be made on other grounds such as the usefulness of the words. A three-way categorization, which parallels a linguistic classification based on sound-to-spelling correspondences and which also includes eight categories relevant to learning to spell, seems most suitable for the design and development of spelling instruction. These three categories are based on the type of learner behavior appropriate for different words and rules. The first class (predictable spellings) covers words that students should be able to spell simply by listening to the sounds and applying the rules that have been taught. The second class (unpredictable and rare spellings) covers words that must be memorized by sight, and the third class (unpredictable but common spellings) covers words in which the sounds should help students know how the words may be spelled, but students must learn the words by memory or must check in a dictionary in order to determine the exact spelling. (HOD)

ED 220 945 EA 014 868

Rizza, Peter J., Jr.

How Can We Best Produce Courseware? (The Process of Courseware Development).

Pub Date-81

Note-15p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction, Computer Oriented Programs, Course Evaluation, Curriculum Design, Curriculum Development, Curriculum Evaluation, Educational Change, *Instructional Development, *Instructional Materials, *Material Development, Systems Approach

With the introduction of computers into education, learning is becoming a student-centered process actively directed by the students themselves, rather than a teacher-centered process in which students receive information passively. This situation requires a substantial reassessment of concepts of curriculum and courseware development. This document begins by clarifying the differences between traditional and computer-based delivery of education. The author then proposes a six-phase systems approach to courseware development. The analysis phase involves defining learning requirements and the instructional program, surveying existing courses, and planning the design and development effort. The seven tasks performed in the design phase are analyzing instructional tasks, specifying instructional objectives, defining entry behaviors, grouping and sequencing objectives, specifying learning activities, creating an assessment system, and creating an evaluation system. The development phase involves preparing all initial drafts of instructional materials and tests specified in earlier phases. The formative evaluation phase consists of trying out and revising the course materials in student use situations. In the implementation phase the materials are reproduced and distributed for actual use at a select number of sites. The final, summative evaluation phase features making assessments permitting modification of the courseware and the delivery system. (Author/PGD)

ED 220 964 EA 014 950

Wiles, Marilyn M.

Impact of Energy on New York State Public Education: A Preliminary Report.

Pub Date-Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conservation Education, Cost Indexes, Databases, *Educational Trends, Elementary Secondary Education, *Energy Conservation, *Fuel Consumption, *Futures (of Society), *Heating, *Needs Assessment, Policy Formation, School Buildings, School Districts, Statewide Planning

Identifiers-Energy Management, *New York

To understand and comprehend the extent of the present and potential impact of energy costs on New York State's educational system, a study sought to discover the record of schools in energy conservation; their participation in federal and state conservation initiatives; the factors that inhibit school participation in energy conservation activities; and implications for the future. For comparative purposes, an energy database was established by obtaining descriptions of other states' policies and programs; by compiling energy-specific data from New York schools; by interviewing school energy officials; and by analyzing in depth one school district's adjustment to increased energy costs. The study found a lack of specific energy consumption and cost data, confusion about responsibility, and minimal responsiveness toward energy conservation. The data also indicated that only one school in four submitting a grant proposal received funds. Recommendations include creation of a state energy conservation policy, provision of incentives to local schools, and encouragement of community energy education at the local level. In addition, each school should have an energy emergency contingency plan, and the state should encourage the schools to use alternative renewable energy sources such as solar, wind, and wood. (MLF)

ED 221 002 EC 150 024

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).

Research Assessment Management, Inc., Silver Spring, MD.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-Dec 81
Note-78p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Delivery Systems, *Developing Nations, *Disabilities, Early Childhood Education, *Health Services, *Social Services
Identifiers-UNESCO

The document reports on a symposium, sponsored by UNESCO (United Nations Educational, Cultural and Scientific Organization), designed to develop strategies for improving educational, health, and social service to handicapped children and their families, particularly in developing nations. Section 1 is an overview of the background and organization of the symposium. Section 2 offers summaries of opening remarks and of the discussions of four topics: (1) identification, screening, assessment, and evaluation of young children; (2) programs for children and parents; (3) personnel training; and (4) the blending of medical, health care, education, and social services. Section 3 lists recommendations to UNESCO including that UNESCO incorporate an awareness of the problems of disabled children in all UNESCO work; that UNESCO make data banks, such as ERIC (Educational Resources Information Center), more available and accessible to developing countries; and that UNESCO identify networks which already exist and encourage them to expand their materials/activities to include information about disabled children. A final section contains summaries of presentations from representatives of the following countries: Japan, Egypt, Ghana, Nigeria, United Kingdom, Uraguay, Jamaica, Camaroon, United States, Mexico, Pakistan, Denmark, and India. An agenda of the symposium and a profile of participants are appended. (SW)

Glazer, Judith S.
The Politics of Economic Retrenchment in Higher Education.
Pub Date-20 Mar 82
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Role, Decision Making, *Economic Factors, Educational Finance, Enrollment Trends, *Financial Policy, Governance, Government Role, *Higher Education, Institutional Autonomy, Mergers, Personnel Policy, *Policy Formation, Political Influences, *Public Policy, Resource Allocation, *Retrenchment, State Aid, Student Financial Aid, Tuition
Identifiers-*City University of New York, Program Discontinuance

The process of economic retrenchment and institutional decline that occurred within the City University of New York (CUNY) in 1975-1976, a time of New York City fiscal crisis, is analyzed. Attention is directed to the public policy conflict between the policies of free tuition and direct student aid; the relative roles of state, city, and federal officials, the Board of Regents, and the university constituencies; and the decision-making process through which uniform tuition was imposed. The focus is on the politics of higher education as institutions become more dependent on the state for scarce resources, and in addition to the CUNY experience, guidelines are offered for implementing policy retrenchment in the 1980s. Uniform tuition was seen by many as the highest ranking alternative to be considered; however, the Board did increase tuition and fees for graduate and nonmatriculated students, and general fees for all students. Raising academic standards was seen as masking retrenchment of open admissions under a veneer of educational quality. Restructuring through mergers and closing was another retrenchment alternative, along with payless furloughs, parity with the State University of New York, closing down CUNY, consolidating academic programs, eliminating the spring 1975 freshman class, and faculty and staff layoffs. That is, CUNY tried to avert state intervention by reducing its size, enrollments, programs, and personnel. The state's strategy included recruiting outsiders to recommend retrenchment criteria, buying off the beneficiaries of change through student aid entitlements, and withholding needed resources. The policy retrenchment process is assessed in relation to fiscal, governance, and policy implications. (SW)

ED 220 696 CE 033 792

Stark, Pamela

Grooming. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-31p.; For related document see CE 033 793. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Dental Health, *Hygiene, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, Self Evaluation (individuals)

This learning activity package on grooming for health workers is one of a series of 12 titles developed for use in health occupations education programs. Materials in the package include objectives, a list of materials needed, information sheets, reviews (self evaluations) of portions of the content, and answers to reviews. These topics are covered: grooming, dental hygiene, and good grooming for men and women. (YLB)

ED 220 741 CG 016 146

Burton, Billie H.

Preadmission Day for Older, Non-Traditional Students.

Pub Date-Mar 82
Note-8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admissions Counseling, *Adult Students, *College Admission, Higher Education, Models, *Nontraditional Students, Program Descriptions, Reentry Students, *School Counseling, *School Orientation, Student College Relationship, Student Personnel Services
Identifiers-*Murray State Univerity KY

This paper describes a preadmission orientation program for older nontraditional students at Murray State University, Kentucky. Included is a description of the university, a description of the orientation for traditional-age freshmen and an explanation of why this program was not appropriate for adult freshmen. A step-by-step description of the planning for the orientation is given, along with sample forms and letters, an agenda and explanation of the day's activities, and cost figures for the orientation. Participants' suggestions for improving future orientations are also discussed. (JAC)

ED 220 764 CG 016 170

Clark, Diane J. And Others

Retirement Satisfaction among Coal Miners: A Correlational Study.

Pub Date-Mar 82
Note-21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Adults, Aging (Individuals), Gerontology, Income, *Life Satisfaction, *Locus of Control, *Long Range Planning, Physical Health, *Predictor Variables, *Quality of Life, *Retirement, Retirement Benefits

Because of increases in life expectancy and early retirement, the quality of life during retirement is of concern to many people. Previous research has found that health and adequate income have consistently been related to life satisfaction during retirement. Several satisfaction measures were administered to a group of 55 retired coal miners. The variables of health and income were controlled to assess the effects of other variables. When health and income were held constant, planning was the best predictor of satisfaction. For those living in their own homes, internality also predicted satisfaction in retirement. Results indicated that preretirement counseling and/or individual planning may facilitate higher levels of life satisfaction after retirement. (Author/JAC)

ED 220 887 CS 503 940

Johnson, J. David

Media Embedded Interactions.

Pub Date-Oct 81
Note-22p.; Paper presented at the Annual Meeting of the Midwest Association for Public Opinion Research Conference (Chicago, IL, October 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Research, *Interaction, Interaction Process Analysis, *Mass Media Effects, Media Research, *Radio, Television Surveys, *Television Viewing
Identifiers-*Audience Response, *Media Embedded Interactions

A review of literature and two surveys, one of college students and one of a random sample of adults, were used to examine four aspects of media embedded interactions (social behavior in front of a TV or radio): their functions, their environment, their effects, and the reactions of the interactants to them. Television is seen as performing a social function, bringing family members together, providing topics of conversation, acting as a tension release, and serving as a scapegoat, though the nature of the situation thwarts many of these effects. The active environment provided by radio and television affected both the amount and the content (often program related) of conversations held during interactions, with TV's effects being greater and more negative. These results indicate both possible benefits and potentially harmful effects of media interactions and suggest a substantial mediating effect of interactants on the impact of media messages, facts media researchers should keep in mind. (JL)

ED 220 984 EA 014 988

Jones, Effie H. Montenegro, Xenia P.

Climbing the Career Ladder: A Research Study of Women in School Administration.

American Association of School Administrators, Arlington, VA. Office of Minority Affairs.

Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Pub Date-82

Grant-NIE-G-81-0052

Note-76p.

Available from-Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22[illegible] (Stock No. 021-00860; $10.00, plus $1.50 shipping and handling)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Characteristics, *Administrators, Administrator Selection, Career Development, Females, Occupational Aspiration, *Occupational Mobility, Predictor Variables, *Professional Development, Program Effectiveness, Questionnaires, Regression (Statistics), *Success, Tables (Data), *Women Faculty

The career training offered to women in school administration by the American Association of School Administrators (AASA) in 1977 decreased the influence of external barriers on the participants' upward career mobility. Along with 31 non-trainees who served as a comparison group, all 75 AASA trainees responded in 1981 to a questionnaire collecting data on the effectiveness of the training program. Statistical regression methods were used to determine the effects on their careers of factors in women's backgrounds, perceived internal and external barriers to career mobility, strategies used for career enhancement, and the characteristics of the districts where positions were sought. Among the findings were that the clarity of expression and types of job experiences revealed in women's resumes were strongly related to career growth; women who both rate highly on the basis of letters of reference and encounter fewer internal barriers tend to obtain superintendent positions; and lack of geographical mobility, failure to apply for more jobs, and uncertainty about life goals tend to hold women back. This report analyzes relationships among the variables in tabular form and includes the questionnaire and the job application evaluation procedure used in the study. (Author/PGD)

ED 221 096 HE 015 363

Chasin, Steven H.

Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981.

American Association of Colleges of Pharmacy, Bethesda, Md.
Pub Date-82
Note-35p.; For related document see HE 015 359.
Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20814.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Doctoral Degrees, *Enrollment Trends, Females, Foreign Students, Full Time Students, *Graduate Students, Higher Education, Majors (Students), Males, Masters Degrees, Minority Groups, Part Time Students, *Pharmaceutical Education, Pharmacy, *Professional Education, School Location, School Surveys, State Surveys, Student Financial Aid

The results of the 1981 Enrollment Survey of Graduate Degree Programs in schools of pharmacy are presented, based on responses from 52 schools of pharmacy. Information is presented on: fall 1981 full-time graduate enrollment in masters programs; minority full-time graduate enrollment in masters programs; full-time graduate enrollment in Ph.D. programs; minority full-time graduate enrollment in Ph.D. programs; part-time enrollment in graduate programs; graduate part-time enrollments by discipline; previous degrees of full-time and part-time graduate students; 1981 geographical origin of full-time graduate students; state of residence of American graduate students by degree; enrollment of American full-time graduate students by state of residence; country of origin of foreign full-time graduate students; financial support programs provided to graduate students in 1981-82; graduate programs (M.S. and Ph.D.) offered in 1981-82; and change in pharmacy school graduate full-time and part-time enrollments. In 1981 the total graduate enrollment in pharmacy was 2,961. A slight decline of 6.8 percent in the total full-time students enrolled in M.S. programs occurred between 1980-81 and 1981-82. This decline represents a 9.2 percent drop for men and a 2.8 percent decrease for women. By discipline, the average decline was 6.1 percent, with the greatest decrease in pharmaceutical chemistry and the smallest decrease in hospital pharmacy. In 1981, 1,257 students were full-time students in Ph.D. programs, representing an increase of 5.4 percent in comparison to the M.S. programs. The number of women increased 15.4 percent. It is concluded that while an increase in total enrollment in graduate pharmacy programs has occurred, the rate of increase has slowed over the last several years. (SW)

ED 220 602 CE 033 397

Sheingold, Steven

Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-Jul 82
Note-67p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Employment Patterns, Employment Problems, *Employment Programs, *Federal Programs, *Government Role, Job Layoff, *Labor Needs, Labor Supply, Policy Formation, Public Policy, Underemployment, *Unemployment Insurance
Identifiers-*Dislocated Workers

Of the currently unemployed workforce, a portion (100,000 to 2.1 million) can be termed dislocated workers. Even as the economy recovers from the current recession, these involuntarily unemployed workers will face serious problems finding new jobs because of structural changes in the economy. Current unemployment and training programs often do not address the needs of dislocated workers, either because of limits on the scope of their services or because the programs are targeted to disadvantaged persons. In light of these problems, the United States Congress will have to determine whether to provide special aid for dislocated workers. Eligibility for the aid could be defined in terms of one or many of the traits of dislocated workers, including displacement in a declining industry, displacement in a declining occupation, residence in a declining geographic area, length of previous job tenure, age at the time of severance, and duration of joblessness. Another approach might be to limit assistance to workers dislocated because of plant closings. Approaches to aid for dislocated workers could include job search assistance, skill training and other education, relocation assistance, income replacement, or some combination of these options. These issues and problems will have to be considered by Congress in the near future as the end of the recession spotlights the unemployment problems of a changing economy. (KC)

ED 220 621   CE 033 479

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A

Naval Education and Training Command, Pensacola, Fla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date- 82

Note-269p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Autoinstructional Aids, Behavioral Objectives, *Communications, *Communications Satellites, Correspondence Study, Course Descriptions, *Electronic Equipment, *Equipment Maintenance, First Aid, High Schools, Individual Instruction, Pacing, Postsecondary Education, *Safety, Secondary Education, Textbooks, Trade and Industrial Education, Workbooks

Identifiers-*Antennas, Communications Occupations, Military Curriculum Project, *Wave Propagation

These assignments and text for a secondary-postsecondary level correspondence course in electronic communications comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose of the individualized, self-paced course is to provide students with background information, including fundamentals of communications, communications medium and equipment, and maintenance and safety. Six assignments containing multiple choice questions cover these topics: (1) Communications Basics; (2) Satellite Communications, Wave Propagation and Antennas; (3) Wave Propagation and Antennas (continued), Communication Transmitters and Receivers, Facilities Control Operations; (4) Facilities Control Operations (continued); and (5, 6) Maintenance and Safety. The seven chapters of the text are Communications Basics, Satellite Communications, Wave Propagation and Antennas, Communication Transmitters and Receivers, Facilities Control Operations, End Terminal Equipment, and Maintenance and Safety. Appendixes include operating procedures for various equipment, American Standard Code for Information Interchange, and information on the metric system. An index is provided. (YLB)

Irvin, Donald E.

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Pub Date-Apr 82
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Bound Students, Educational Attainment, Employment Level, *Employment Patterns, Graduate Surveys, *High School Graduates, High Schools, High School Seniors, *Long Range Planning, Noncollege Bound Students, *Occupational Aspiration, *Outcomes of Education, Postsecondary Education, *Student Educational Objectives, Vocational Followup
Identifiers-Minnesota

A study was conducted to determine the degree to which the educational and employment plans of high school seniors corresponded to the actual activities in which these persons were engaged 1 year after high school. Data were gathered from a follow-up survey of 16,965 graduates of Minnesota high schools from the classes of 1979 and 1980. The findings showed no differences between classes. Slightly over 80 percent of high school seniors had plans to pursue education after high school, but only 62 percent of them were involved in educational activity 1 year after high school. Only 53 percent were engaged in the type of education they had planned. Of the people planning to attend colleges or universities, approximately 75 percent were enrolled 1 year after high school, while 45 percent of those who planned to attend community colleges actually did so. Forty percent of those who planned to go to vocational schools were enrolled. Of those with employment-related plans, 72 percent were involved in these areas 1 year after high school. Only 54 percent were engaged in the type of employment activity planned, and only 63 percent of those who had planned to have paid jobs actually did 1 year after high school. Conslusions show that the degree of correspondence between stated plans of high school seniors and their actual activities 1 year after high school varies greatly according to the type of planned activity. The overall correspondence between planned and actual activities were less than 50 percent. (KC)

ED 220 677 CE 033 640

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.

Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-115p.; For a related document see CE 033 641.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Basic Skills, *Carpentry, Construction (Process), Correspondence Study, *Equipment, *Hand Tools, Independent Study, Learning Activities, Lesson Plans, *Machine Tools, Postsecondary Education, *Programed Instructional Materials, Secondary Education, Test Items, Units of Study, Woodworking

Identifiers-Military Curriculum Project

This individualized, self-paced correspondence course in carpentry has been adapted from military curriculum materials for use in vocational and technical education programs. This first volume of a two-volume set is designed to present the theory portion of carpentry and basic skills. The Carpentry I course contains four lessons. Lesson 1, Job Safety, discusses building maintenance safety and construction site safety. Lesson 2, Working Drawings and Building Materials, covers plot, foundation, framing, and floor plans; elevations; sections and details; symbols and terms; common abbreviations; specification; sketching; billing of materials; and lumber. In lesson 3, handtools, the care and use of boring tools, cutting tools, and miscellaneous tools such as fastening and measuring tools are discussed. The final lesson, Woodworking Power Machinery, Ladders, and Scaffolds, covers saws, sanders, shaping machines, drills, portable power tools, ladders, and scaffolds. Each lesson contains an objective with reading assignments, exercises, and answers to the exercises. The answers are keyed to the text for student self-study and evaluation. A course examination, without answers, is provided. (This course is recommended for use in a shop or on-the-job learning situation.) (KC)

ED 220 828 CS 206 892

Stratta, Leslie Dixon, John

Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.

Pub Date-82

Note-29p.; Original document marginally legible. For related document see CS 206 893.

Available from-Southern Regional Examinations Board, 33 Carlton Crescent, Southampton SO9 4YL, England (35 pence).

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Assignments, Essays, *Evaluation Criteria, Instructional Improvement, *Persuasive Discourse, Secondary Education, *Writing Evaluation, *Writing Skills

A seminar was held in England in 1981 to come up with a systematic, detailed analysis of argument and with suggestions on how it should be taught on the secondary level. Within a framework of questions designed to distinguish types and purposes of argument, members of the seminar analyzed four essays paragraph by paragraph. Their comments clustered under the following five headings, which they concluded offer teachers and examiners guidelines for assigning and evaluating arguments: How logical how complex a rationale? How coherent? What quality of evidence personal or public? What significance in the stance to the topic and tone to the reader or opponent? What control of language and form? The major conclusions of the seminar were that (1) tasks should arise out of the experience of the pupils; (2) students write best when they are operating as experts, are given a clear context within which to write, and are allowed to create their own titles; (3) teachers should give a focus, not titles; (4) audience requirements and context must be clearly defined; (5) one of the major aims in developing an argument ought to be clarification of the thinking process; (6) arguments do not always have to be in essay form; and (7) empty structures should not be given priority over content. (JL)

ED 220 926 EA 014 843

Block, Clifford H.

Matching Educational Needs with Available Technology: What Is Happening in the Rest of the World.

Pub Date-81

Note-9p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Basic Skills, Communications Satellites, Developed Nations, *Developing Nations, Educational Radio, *Educational Technology, Educational Television, Elementary Secondary Education, Foreign Countries, Government Role, Open Universities, Postsecondary Education

Identifiers-Agency for International Development

Four major trends currently exist in educational technology throughout the world: the ``open university'' is teaching motivated adults at a distance through several media; radio and television broadcasts are providing instruction in elementary and secondary schools; television is helping educate preschool children at home; and instruction systems design is being used as a formal methodology for developing instructional content. This paper describes the open university format as applied in Great Britain, Germany, and the South Pacific; discusses the role of radio in basic education in Asia, Africa, and Latin America; comments on the worldwide impact of television programming modeled on the efforts of the Children's Television Workshop; and outlines the major changes being effected by the adoption in other countries of the American concept of the systems design approach to instruction. The paper also describes the growing use of communications satellites and the role of the United States in producing and orbiting them. The part played by the U.S. Agency for International Development in all of these efforts to expand educational services is touched on. (Author/PGD)

ED 221 022 FL 013 106

Sounds of Language.

Chicago Board of Education, Ill. Dept. of Curriculum.
Pub Date-80
Note-54p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Introductory Courses, Language, Language Aptitude, *Listening Skills, Modern Language Curriculum, *Second Language Instruction, *Second Language Programs, Second Languages, *Speech Skills, Study Habits

Sounds of Language'' is a background course to provide elementary and secondary school students with a greater understanding of how language works. The course is designed to (1) introduce students to the variations of sounds and structure of many foreign languages, (2) teach study habits that are vital to successful foreign language learning, and (3) develop an understanding of the dynamics of language. Various plans for implementing the course, both at the elementary and at the high school level, are outlined. The goals of the course and student objectives with regard to sounds and language skills are described and a sample unit is given. Teacher resource information, activities for vocabulary reinforcement, special activities to augment the course, suggested field trips, and a student course evaluation form are appended. A bibliography and teacher evaluation sheet are also included. (EKN)

ED 221 042 FL 013 148

Stennett, R. G. Earl, L. M.
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
London Board of Education (Ontario). Educational Research Services.
Pub Date-82
Note-42p.; For related documents, see FL 013 147 and ED 189 855-857.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Cultural Awareness, *French, Grade 8, Junior High Schools, *Language Attitudes, *Language Skills, Secondary Education, *Second Language Programs, Skill Development, Testing, *Time Factors (Learning), Time on Task
Identifiers-*Ontario (London)

Studies have been undertaken in London, Ontario to assess the effect of increased instructional time in French on grade 8 students' achievement in French language skills. Fifteen eighth grade classes were selected to produce a sample of approximately 400 students. Two subsamples of approximately 150 students each were randomly selected to receive different individually administered tests. French language and attitude tests were administered, and results were obtained of student achievement tests. Only data from students who had been exposed to the standard French program'' were included. Results are presented separately for each set of tests taken by a common group of students. Comparability of groups of students who received the same set of tests are assessed separately. In general, data analysis revealed that increasing the amount of instructional time produced significant improvements in most aspects of students' achievement in French. Students have shown increasingly positive attitudes toward learning French and less anxiety, as well as improved knowledge of French culture and more positive attitudes toward French Canadians. However, students' performance in pronunciation did not improve with increased instructional time and there was no systematic increase in performance on French listening comprehension. Numerous statistical tables are included. (AMH)

ED 221 080 HE 015 272

Selleck, Laura
Manpower Planning and Higher Education Policy.
Council of Ontario Universities. Toronto.
Pub Date-Jun 82
Note-81p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Graduates, College Planning, Educational Policy, *Educational Supply, *Education Work Relationship, Employment Patterns, Enrollment Trends, Foreign Countries, *Higher Education, Labor Economics, Labor Force Development, *Labor Needs, Policy Formation, *Public Policy, Statewide Planning, Underemployment, Unemployment
Identifiers-*Ontario

Implications of new government approaches to manpower planning and its relationship to higher education in Ontario are examined. In January 1980 the Council of Ontario Universities released a background paper on the employment of university graduates, which reviewed the current major economic and demographic analyses of youth unemployment, the employment experiences of university graduates, and projections of future demand for highly qualified manpower. The impact of perceived and actual employment problems of college graduates on education policy was also considered. More recent studies of the labor market show imbalances between university output and labor market demand. Emphasis has shifted from the plight of the unemployed or underemployed graduates to the economic impact of shortages of skilled and highly qualified manpower. Government reports have suggested that university programs and enrollments are more closely matched with labor market requirements. The effects of this viewpoint on Ontario universities and higher education in general are reviewed. Relevant sections of government reports and the rationale and techniques used to support this planned approach are analyzed. A bibliography is included. (Author/MSE)

ED 220 659 CE 033 559

Phelps, L. Allen
Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
Illinois Univ., Champaign. Coll. of Education.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-1 Jul 82
Note-33p.; For a related document see CE 033 534.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Citations (References), Competence, Educational Resources, *English (Second Language), Instructional Materials, *Limited English Speaking, *Mainstreaming, Material Development, Postsecondary Education, Secondary Education, Second Language Instruction, Skill Development, Teaching Methods, *Vocational Education
Identifiers-Illinois

This handbook provides vocational teachers with some ideas, strategies, and resources for working effectively with limited English-proficient (LEP) students in their classrooms. The handbook includes four basic sections: (1) suggested teacher competencies, (2) instructional strategies, (3) instructional resources, and (4) reference documents. A list of the various skills that vocational teachers need in working with LEP students is presented in section 1. In section 2, a series of eight important strategies for teaching LEP students is identified and described. It includes such strategies as conducting informal language assessment, adapting instruction, adapting materials, and involving LEP students in vocational student organizations. Section 3 on instructional resources identifies the types of services and assistance that LEP students and vocational teachers should receive from programs, counselors, and administrators concerned with English as a second language. The final section lists and describes several resource documents and sources where further information and assistance can be

ED 220 722 CE 033 967

Larson, Gordon A.
Adult Education for the Handicapped. Information Series No. 240.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0025
Note-41p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN240, $4.25).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled), Access to Education, *Adult Education, Adult Programs, Ancillary School Services, *Blindness, Community Education, *Deafness, Disabilities, Educational Needs, Educational Resources, Individual Needs, Legislation, *Mental Retardation, *Physical Disabilities, Program Development, Social Attitudes, Special Education, *Special Programs

Intended as a general guide for adult educators interested in developing community educational programs for handicapped adults, this monograph gives an overview of facts, problems, and programs peculiar to each of four handicapped populations: the physically handicapped, blind, deaf, and mentally retarded. Following an introduction that defines terms and discusses general legal aspects and problems, each of the population groups is considered in a section of its own. The first section, Adult Education for the Physically Handicapped,'' discusses mobility barriers, attitudinal barriers, and some information sources of ideas for specialized programming. The next section, Adult Education for the Blind,'' covers special services required in providing education for this population; also described are some existing types of programming for the blind that can be incorporated into an educational program. Adult Education for the Deaf'' discusses the deaf population, social aspects of deafness, educational problems relating to this

ED 220 742 CG 016 147

Strasler, Gregg M.

Affective Outcomes in a Learning for Mastery Setting.

Pub Date-Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Affective Measures, Educational Strategies, *Junior High School Students, *Mastery Learning, *Program Effectiveness, Secondary Education, *Self Concept, *Student Evaluation, Summative Evaluation, Teaching Methods, *Transfer of Training

Few studies of mastery learning deal specifically with retention and transfer of learning or emotional outcomes. To determine whether learning for mastery students were better able than students in nonmastery classes to acquire higher academic self-concept scores, pre- and post-test scores on three affective measures were examined for 93 seventh grade students. In the experimental study of 23 class days, the means of the learning for mastery students either increased slightly or remained constant. In contrast, the means of all three affective measures decreased slightly for the nonmastery learning students. Although results revealed no significant differences between the groups, the findings seem to favor the learning for mastery approach. (Author/JAC)

ED 220 788 CS 006 633

Baten, Lut

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.

Pub Date- 81

Note-29p.; Research prepared at the University of Illinois. Table may not reproduce well due to small print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis, *Models, Narration, *Readability, *Reading Comprehension, *Reading Processes, Reading Research, Secondary Education, Structural Analysis (Linguistics)

Identifiers-Expository Text, *Prose Learning, *Text Structure

A study was conducted to define the linguistic and discourse parameters of text difficulty from the point of view of both the reader and the text in order to redefine readability and to provide an operational way of explaining processing difficulties of the near-mature reader. Subjects were 14-year-old students in the United States and the United Kingdom who read eight well-written short texts (maximum 280 words) as part of the IAEEA (International Association for the Evaluation of Educational Achievement) test on reading. On the basis of micro-structural analysis (of syntax, speed of closure, lexical analysis, given and new information structure, and lexically cohesive elements per text) and macro-structural analysis (of narrational and structural analysis and propositional analysis), a theoretical model of parameters indicating the degree of difficulty of discourse processing was formed and the general hypothesis that macro-structural and micro-structural parameters both influence comprehension (with higher level parameters not necessarily having more impact on comprehension) was confirmed. Application of the model to other languages further

Humes, Ann

Computer Instruction on Generating Ideas for Writing Description.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-SWRL-WP-2-82/03
Pub Date-30 Sep 82
Contract-400-80-0108
Note-16p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, *Computers, *Descriptive Writing, Elementary Education, Learning Activities, *Prewriting, Training Methods, *Writing Instruction, *Writing Processes
Identifiers-Computer Graphics, *Idea Generation

Noting that computer instruction for teaching composition is generally limited to the component skills of spelling, punctuation, and grammar, this paper proposes a program that can help elementary school students use computers to generate ideas for descriptive writing. The first section of the paper provides orientation procedures designed to familiarize students with computer operations. The second section outlines three lessons that rely heavily on computer graphics as stimuli and describes the branching that occurs in response to students' input.

ED 220 888 CS 503 941

Rogers, Donald P.

Measuring Organizational Communication Variables.

Pub Date-Aug 82

Note-35p.; Paper presented at the Meeting of the Symposium on Issues in Organizational Communication Research Academy of Management (New York, NY, August 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Communication Research, *Models, *Organizational Communication, *Organizational Theories

In an effort to establish the domain of organizational communication (OC), this paper defines variables, presents models of their relationships, explains the three dominant approaches to OC, and proposes ways to test their competing claims. Having defined characteristic, causal, and result variables, the paper stresses the importance of establishing whether communication behavior is deliberate, intentional, and purposeful, or the much more limited result of coping mechanisms. Next it presents the three dominant approaches to OC Instrumental, Process, and Functional and proposes how the predicted effects of each approach could be used to construct variables that will test the approaches' domain claims. The paper then describes the three criteria for the measurement of variables utility, validity, and reliability and reviews the four methods used in OC research: survey questionnaire, interview, experiment, and observation. The paper concludes that the resolution of domain issues will provide an

ED 220 908 EA 014 752

Field-Proven Programs for Better Public Relations.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Report No.-ISBN-0-910170-14-2
Pub Date-80
Note-51p.; As presented during a Special Session on Public Relations and Communications at the Annual Meeting of the Association of School Business Officials (65th, Denver, CO, October 15, 1979).
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 (Order No. 2903; $7.50).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board Administrator Relationship, Budgets, *Communication (Thought Transfer), Educational Finance, Elementary Secondary Education, Publicity, *Public Relations, *School Community Relationship, School Personnel, Skill Development, Student School Relationship, Student Transportation

To help school administrators improve their communication and public relations programs, the National School Public Relations Association presented 23 mini-workshops in a special session at the 1979 annual meeting of the Association of School Business Officials. This handbook presents the tip sheets'' prepared by the 23 workshop presenters, along with each presenter's address and telephone number. The first six tip sheets, in section 1, discuss staff public relations for school business officials and the school support staff, including relations with the school board, the community, and the legislature. Section 2 looks at budget and finance issues; its six tip sheets suggest ideas about budget planning and elections, mass media, school finance law, cost increases with enrollment decreases, and business office advisory committees. The three presentations in the third section examine pupil transportation, cutbacks in transportation, and student behavior on buses. The eight tip sheets in section 4, involving public relations

ED 221 003 EC 150 027

Hendrickson, Jo Mary

Using Low Achievers to Tutor Reading and Mathematics.

Pub Date-5 Dec 81

Note-20p.; Paper presented at the International Reading Association Conference (Gatlinburg, TN, December 5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Behavior Patterns, Elementary Education, Junior High Schools, *Peer Teaching, Program Effectiveness, *Tutoring, *Underachievement

The effects of using a nontraditional peer tutoring format same age, similar skill level arrangement were investigated for two school terms on a county wide basis with 2,386 significantly underachieving students in grades 1 through 9 in the curricular areas of reading and mathematics. Certified teachers and paraprofessional aides served as program supervisors and implementors. Results indicated that the same age, similar skill tutoring format is a viable approach for working with low performing students. During both years of the program's implementation, student achievement reached an average of one and one-half times the nationally expected gain score. Students supervised by paraprofessionals and professionals did equally well. Success was traced to a number of factors, including individual attention, personal content, and immediate and frequent feedback. (Author/CL)

ED 221 063   FL 013 245

Galloway, Vicki

Language in the Marketplace.

South Carolina State Dept. of Education, Columbia. Office of General Education.

Pub Date-80

Note-97p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cooperative Planning, Group Activities, *Motivation Techniques, *Publicity, *Public Relations, School Community Relationship, *Second Language Programs

These materials were developed by the South Carolina Department of Education for use in a public relations (PR) workshop for foreign language teachers. They deal with a grassroots PR campaign in terms of program planning to bridge the gap from present actuality to future possibilities. They also treat the means by which these efforts may be directed toward specific audiences, both within the educational system and outside it. The sections on planning a PR program and the means to implement it are presented by way of short discussions and definitions taken from advertising and communication science; activity sheets; excerpts from newspaper and journal articles; lists of suggestions from various sources; samples of questionnaires, cover letters, student activities, and attitude surveys; and finally a PR self-awareness test. Most pages are illustrated with pen-and-ink drawings. All the activities in the workbook are organized around what is called the seven pillars'' of a PR program, namely, product, publics, purpose, professionalism, persuasion, pervasiveness, and participation. (AMH)

ED 220 584 CE 032 529

Perrin, Gladys Campbell, Creola

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
Spons Agency-South Carolina Appalachian Council of Governments, Greenville.
Pub Date-Feb 82
Note-140p.; For related documents see CE 032 524-530.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Accounting, Articulation (Education), Bookkeeping, Business Communication, Business Correspondence, Business Education, Business Skills, *Competency Based Education, Employment Interviews, Equipment Utilization, Guidelines, Interpersonal Competence, Job Search Methods, *Job Skills, *Office Machines, *Office Occupations, Postsecondary Education, Program Development, Program Implementation, Recordkeeping, Secondary Education, Typewriting, Vocational Education, Word Processing

Developed during a project designed to provide a continuous,

ED 220 697 CE 033 793

Stark, Pamela

Grooming. Instructor's Packet. Learning Activity Package.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-22p.; For related document see CE 033 792. For other documents in the series see CE 033 788-811.

Available from-Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Check Lists, *Dental Health, *Hygiene, Individualized Instruction, Instructional Materials, Learning Modules, Performance Tests, Postsecondary Education, Secondary Education, Teaching Guides

This instructor's packet accompanies the learning activity package (LAP) on grooming. Contents included in the packet are a time sheet, suggested uses for the LAP, an instruction sheet, final LAP reviews, a final LAP review answer key, suggested activities, an additional resources list, and student completion cards to issue to students as an indicator of successful LAP completion. (YLB)

ED 220 765 CG 016 171

Canada, Richard M. And Others

What the Secondary Counselor Should Know about College Student Attrition.

Pub Date-Mar 82

Note-11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence, College Bound Students, *College Students, Counseling Techniques, *Counselor Role, *Dropout Prevention, Dropout Research, Higher Education, Literature Reviews, Predictor Variables, *School Counselors, Secondary Education, *Student Attrition, Student Characteristics

This article reviews the literature on university student attrition and comments on general implications for secondary school counselors. The reasons that dropouts leave school are assessed, e.g., lack of interaction with faculty, a perceived lack of progress, and financial/family problems; and characteristics of non-returning students are identified, e.g., low academic ability and lack of motivation to be in school. The role of the secondary counselor in identifying potential

ED 220 808 CS 006 797

Putnam, Lynne

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness.

Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Grant-NIE-G-80-0134
Note-154p.; For related document see CS 006 796.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Beginning Reading, *Classroom Observation Techniques, *Conventional Instruction, Kindergarten, Primary Education, Program Descriptions, Reading Comprehension, Reading Instruction, Reading Programs, *Reading Readiness, *Reading Research, Reading Skills, *Student Reaction, Urban Education, Word Recognition

The second volume of this final report of a large study which detailed the day-to-day working of, and student response to, two philosophically different approaches to reading readiness as they were used in six Philadelphia kindergartens reports on the traditional'' approach. The background section distinguishes the traditional approach by its use of sub-skills characterized by a one lesson/one skill format; its agreement on the skill areas of importance visual discrimination, auditory

ED 220 849 CS 207 171

Webster, William E. Page, Ernest R.
The Teaching of Writing as Quality Staff Development. Monograph Number One.
California State Coll., Bakersfield.
Pub Date-82
Note-36p.; Prepared through the Kern/Eastern Sierra Writing Project.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Teacher Education, *Staff Development, Teacher Effectiveness, Teacher Improvement, *Teaching Models, *Writing Instruction
Identifiers-*Kern Eastern Sierra Writing Project, Writing Projects

Twelve lessons were learned from the Kern/Eastern Sierra Writing Project (KESWP): (1) successful teachers of writing can be identified and their practices demonstrated to others; (2) writing is an important way to learn as well as to communicate the process of writing is as valuable as the product; (3) teachers of writing must write; (4) most

ED 220 965 EA 014 955

Eberts, Randall W. Pierce, Lawrence C.

Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Note-29p.
Available from-Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($2.50; quantity discounts; prepaid or purchase order).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Class Activities, Class Organization, Classroom Research, *Collective Bargaining, Elementary Education, *Instruction, School Activities, Teacher Effectiveness, *Time Factors (Learning)

The purpose of this study was to determine whether collective bargaining significantly affects teacher time, particularly time spent in instruction and preparation. The study was based on recent research indicating that student achievement is affected by the time teachers

ED 220 946 EA 014 869

Friedman, Edward A.

Technology and Humanism Are They Compatible?

Pub Date-81

Note-7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from-Not available separately; see EA 014 833.

Pub Type- Speeches/Meeting Papers (150) -- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Anxiety, Educational Technology, Fear, *Humanism, Negative Attitudes, Social Change, *Social Values, *Technological Advancement

Fears that the development of technology will lead to a rejection of

ED 221 023 FL 013 112

Seidner, Stanley S., Ed.

Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).

Illinois State Board of Education, Springfield.

Spons Agency-Department of Education, Washington, DC.

Pub Date-82

Note-138p.; Some faint type. For Psycholinguistic Foundations of Language Assessment,'' see ED 206 165. For Improving Cognition: A Multicultural Approach,'' see ED 209 078. For related documents, see FL 013 113-122.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Bilingual Education, Communicative Competence (Languages), Educational Diagnosis, *Language Proficiency, *Language Research,

ED 221 112 HE 015 453

Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.
Report No.-GAO-AFMD-82-52
Pub Date-8 Jul 82
Note-50p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability, Accounting, Compliance (Legal), *Federal Government, *Financial Services, Government Role, Higher Education, *Loan Repayment, Money Management, *Recordkeeping, *Student Loan Programs
Identifiers-Audits, Guaranteed Student Loan Program, *Student Loan Insurance Fund

Results are presented of a General Accounting Office audit of the Student Loan Insurance Fund (SLIF) financial statements for the fiscal year ending September 30, 1980. SLIF finances the Guaranteed Student Loan Program by reimbursing lenders and state guarantee agencies when students default on their loans. The fund, which is managed by the Department of Education, also pays students' interest until the first loan repayment date plus an interest allowance to lenders. The investigation included interviews with Department of Education officials and a review of written procedures; review of the Fund's fiscal 1980 financial records; evaluation of the fund's compliance with laws and regulations; analysis of data pertaining to the Fund's fiscal 1980 operations; testing of selected transactions and account balances; and confirming with a sample of lenders and guarantee agencies certain information in the Fund's financial records. GAO maintained that the Fund's financial statements do not fairly present its financial position at September 30, 1980. Among the findings are the following: control account balances, representing 64 percent of the Fund's assets, could not be reconciled with computerized subsidiary records; procedures have not been developed for several accounts, resulting in material misstatements; cash transactions were not recorded in the correct fiscal year; and cancelled checks totaling $14 million were added to the Fund's cash balance without determining whether they had been recorded when initially issued. GAO recommends that the Secretary of Education improve internal accounting controls over the Fund, centralize all accounting and financial statement responsibilities, and implement improved computer management practices. Among the appendices are information on the Fund's accounting deficiencies in previous fiscal years. (SW)

one-third of all students enrolled in credit courses are over 25 years old. It is claimed that college enrollments will increase if postsecondary institutions can develop programs and implement delivery systems to attract and serve adult students. Although 72 percent of all postsecondary students over 25 years old are part-time students, many adults are involved in career training and development studies outside of colleges and universities. Thirty percent of all adult learning, credit and noncredit, is associated with postsecondary institutions. Television can help colleges to find solutions to some of the problems of serving adult learners, on and off campus. Television can provide credit courses, informal learning opportunities, and professional and career training. In 1981, the first year of PBS's Adult Learning Service, 220 public television stations worked cooperatively with over 500 colleges to deliver television courses that will be taken by about 50,000 students for credit. It is suggested that higher education and public television have the technology and experience to provide high quality programs and can set the standards and evaluate the offerings. Both share the mission and dedication to high standards in providing exposure to the arts, culture, and education. (SW)

(Western Electric and Council of Independent Colleges); (4) designing a corporate executive liaison program with presidents of black colleges (The Equitable Life Assurance Society); and (5) approaching a college for access to its scientific knowledge (Massachusetts Institute of Technology's Industrial Liaison Program). An executive summary, a meeting agenda, and list of participants are appended. (SW)

ED 221 145 HE 015 505

Parler, Nettie P.
Improving Minority Students' Competencies: Strategies in Selected Colleges.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-82
Note-88p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.50).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ancillary School Services, *Articulation (Education), *Basic Skills, *Black Colleges, Black Students, College Instruction, College School Cooperation, College Students, Communication Skills, *Curriculum Development, Higher Education, High School Students, Learning Laboratories, Mathematics, *Minority Groups, Outreach Programs, Science Education, Secondary School Teachers, Student Personnel Services, *Teaching Methods, Tutorial Programs
Identifiers-Benedict College SC, Dillard University LA, Florida A and M University, Jackson State University MS, North Carolina Central University, *Piagetian Tasks, Project SOAR, Tuskegee Institute AL, *United States (South), Virginia Union University, Xavier University of Louisiana

Techniques designed to improve basic competencies of minority students attending selected, historically black colleges are reviewed. The efforts to improve instruction in targeted subject areas have been implemented with the assistance of the Southern Regional Education Board. Attention is directed to: modification of curricula and instructional techniques, particularly at the freshman and sophomore levels; learning centers; outreach to high school students and teachers; and institutionwide support services. Curricular modifications in the natural sciences and mathematics are described for the following schools: Xavier University in Louisiana, North Carolina Central University, Tuskegee Institute in Alabama, and Jackson State University in Mississippi. Efforts to improve communication skills of students undertaken by Florida A&M University and Virginia Union University are described, as are Piagetian-based instructional techniques at Xavier University (Project SOAR in Chemistry) and North Carolina Central University (Physics Projects). In addition to modified offerings, new courses have been developed: Literature of Science Course (Jackson State) and Scientific Instrumentation (North Carolina Central). A number of the colleges have implemented learning centers, which range from those that provide tutorial services to those that utilize sophisticated equipment and techniques. In addition, viable outreach projects implemented by the schools include: campus tours, mathematics/science Olympiad competition, programs for high school teachers, and summer programs for high school students. It is concluded that programs for improving student competencies and student retention will not be effective without strong support services reflecting institutionwide cooperation. (SW) of elevators capable of accommodating wheelchairs. (Author/JL)

ED 221 163 IR 010 334

Wright, A. J.

No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future.

Pub Date-10 May 82

Note-23p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business, *Fees, History, Information Networks, *Information Scientists, *Information Services, Librarians, Libraries

Identifiers-Information Industry, Information Utility

This discussion of nongovernmental public- and private-sector fee-based information services in the changing library, social, and technological environment includes descriptions of the relationships between libraries and commercial firms, types of fee-based information services, and the services provided by commercial information vendors. Brief histories of corporate and free-lance information services are also presented, with emphasis on the kinds of services made available by the individual free-lance information broker and the large-scale information firm. Concluding the report is a consideration of future trends and issues which will affect fee-based information services of all types. The changing role of information in society, the growth of the information industry, and increasing competition for a share of the information market are among the topics addressed. A 52-item reference list and a 26-item supplemental bibliography accompany the text. (Author/JL)

on cataloging, classification, and shelf arrangement of audiovisual materials in school libraries, public libraries, and media centers with actual practices in four school and community libraries in upstate New York. A review of the literature on bibliographic access to audiovisual materials is presented, with individual discussions devoted to each of the major questions involved in cataloging, classification, and shelf arrangement identified in Piercy's work. An overview of bibliographic control practices in four upstate New York libraries a public elementary school library, a public library, a school district enrichment and resource center, and a 2-county media/resource center follows, with analysis of each of the major questions in cataloging, classification, and shelf arrangement for which expert opinion was summarized. A discussion of the level of agreement between experts on bibliographic access to nonprint materials, a review of the differences in practices among the libraries examined, and recommendations for a number of ways in which expert opinion might be developed and applied to solve the problems encountered by practicing librarians conclude the report. Three tables and a 29-item reference list accompany the text. (JL)

Identifiers-*Australia

This study of the need for and feasibility of creating an Australian newspaper index comprises a brief historical background; an outline of the current position regarding access to newspapers, including the international scene; an assessment of the need for an Australian newspaper index; recommendations on the breadth and depth of subject coverage required for an index and the range of primary source material to be included; reasons for the failure of previous Australian newspaper indexes; recommendations regarding the physical form of the index, the level of indexing, and the responsibility for its compilation; an estimate of production costs; and a discussion of possible means of cost recovery. A computerized index with subject coverage of specified types of news appearing in the final editions of nine Australian newspapers is suggested. A supplementary section provides the text of a 1977 proposal by Thomson Publications to initiate an Info-Key Index; a critique of this proposal; and recommendations for short-term action based on one of three options the Thomson index, a cooperative index produced by a consortium of Australian libraries, or an index commercially produced by Bell and Howell with or without participation by Australian libraries. (ESR)

Identifiers-*Anglo American Cataloging Rules, *Descriptive Cataloging, International Standard Bibliographic Description, Printed Materials, Style Guides

This presentation of basic rules, principles and assumptions underlying the use of the Anglo-American Cataloging Rules, 2nd edition (AACR2) covers aspects of AACR2 which are easily overlooked, with emphasis on descriptive cataloging. The paper expands upon the following comments: (1) AACR2 is not intended for any specific type of library; (2) British spelling is used in the AACR2 publication itself; (3) AACR2 allows flexibility by use of alternative and optional rules, provision of three acceptable levels of document description, allowance for more judgmental decisions by catalogers, and provision for use of different style formats; (4) organization differs in the AACR2 and AACR1 publications; (5) changes from AACR1 occur in use of description areas and rule numbering, application of International Standard Bibliographic Description (ISBD), and utilization of allowable sources of cataloging information; (6) use of the General Material Designation (GMD) for type of material differs in America and Britain; (7) AACR2 examples are an improvement on those in AACR1; and (8) AACR2 changes the treatment of reproductions, e.g., microform reproductions of printed works. The conclusion to the paper provides a brief discussion of modifications to AACR2. (Author/ESR)

Public High School Teacher Orientation Program to emphasize the importance of basic skills mastery at all levels; (3) meetings with business and industry representatives to establish basic reading skills requirements for job placement; (4) a conference presentation encouraging teachers statewide to focus reading instruction on job requirements; (5) dissemination of information on basic skills to superintendents and principals of local school districts; and (6) meetings with business and industry representatives, which identified the basic skills needed by prospective employees, current employees, and those seeking promotion. The project report includes brief summaries of 1979-80 activities, along with conclusions and recommendations. The bulk of the report consists of appendices related to project activities, such as Business Speaks to Education'' workshop materials explaining the cloze procedure, readability tests, study and note-taking techniques, and the comparability of public school and MATC reading courses. (KL)

operating costs, and operating costs per FTE, while in table 8 approved operating costs are considered with respect to the amounts and percentages provided by state funds, federal funds, tuition and fees, and local and other contributions. Finally, table 9 presents data on local tax levy, including the assessed value used to compute the tax rate, the average tax rate, and the amount of levy raised. (HB)

ED 221 260 JC 820 469

Collins, Margaret
Accountability and Standards in Student Affairs.
Pub Date-12 May 82
Note-13p.; Report submitted to the California Community Colleges Student Affairs Association.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary School Services, Community Colleges, Evaluation Methods, Models, *Program Descriptions, *Program Evaluation, *Student Personnel Services, Two Year Colleges

A model for describing and assessing the effectiveness of student affairs programs is outlined in this paper as it was presented to the California Community College Student Affairs Association. First, the goals of student affairs programs (i.e., enrichment, involvement, and retention) and the impact of budget constraints on the achievement of these goals are explained. Then, a list is provided of specific functions of student affairs programs, including athletics; academic and college-related activities such as leadership classes; district and state committee activities such as student trustee selection; publications and publicity; finance and budget; student activities and services; and coordination with community groups using campus facilities. In addition, methods of documenting these functions are noted, including tickets sold, headcount, material distributed, evaluation activities, and questionnaire/survey responses. Next, a rationale is offered for student affairs programs, drawing from Alexander Astin's research on student persistence and campus involvement. Standards are then provided for four levels of student affairs activities, including standards for a core program, a moderate program at a small college, and optimal programs at moderate-sized and large colleges. Finally, a program evaluation method is suggested, which employs the list of functions, means of documenting the functions, and the four levels of program activity. Appendices include a summary of Astin's research on retention and relevant correspondence. (KL)

PS

ED 221 280 PS 013 050

Leland, Henry

Play Therapy with the Nonverbal.

Pub Date-24 Aug 82
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Disorders, *Nonverbal Communication, Play, *Play Therapy, *Speech Handicaps, *Young Children

Four developmental outcomes of children's play were identified as acquaintance with the environment and the development of cognitive activity, verification of incidental learning, the development through sensory and motoric activities of relationships with objects and persons, and experience with roles and rules. A child developing atypically may not have gone through these stages or may have deficient adapting or coping skills; often he or she is nonverbal. The nonverbal child's failure to communicate may be one of the causes for failure to play (or vice versa), or both failures may be due to another factor. The basis of therapeutic intervention with the nonverbal child is the identification and utilization of the child's strengths. Approaches devised for the mentally retarded are appropriate for use with other nonverbal children. A sequence of play therapy which varies structured and unstructured conditions across play materials and therapeutic interactions, and which progresses from totally unstructured to entirely structured conditions, can be employed to good effect. Emphasizing the child's sense of self and interaction with the therapist in the context of play activities and providing clearly defined rewards and punishments, has been used to produce a level of speech readiness at which the nonverbal child can benefit from speech therapy. (RH)

ED 221 300 PS 013 076

Vestal, Anita
New Director's Manual: An Orientation Manual for New Head Start Directors in Region III.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
Pub Date-82
Contract-ASD-3-80
Note-170p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Eligibility, Enrollment, Financial Support, Grants, Personnel Management, *Program Administration, Program Development, Program Evaluation, Reference Materials
Identifiers-*Project Head Start, Region 3, Rules and Regulations

Intended for use by new Head Start directors in Region III during their first year on the job, this orientation manual provides information focusing on several areas of program operation. Chapters of the manual include reference information on the following seven areas: regulations indices, self-assessment, grant application (proposal), program planning and the management system, personnel management, financial management, and eligibility and enrollment. Cross-referenced lists of regulations are included. (RH)

revising content areas every 4 or 5 years. A time line is developed for various tasks: appointing the curriculum committee; searching for new ideas/programs/materials; deciding what should be included in the local K-12 program or what changes need to be made from the present program; gathering all available commercial materials; evaluating, rating, and selecting materials; revising for local needs; adopting evaluation systems; determining inservice training needs; completing and filing a curriculum summary with appropriate offices; and reevaluating the program after 1 year to eliminate unanticipated problems. (BRR)

ED 221 320 RC 013 592

Martinez, Tomas And Others

Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.

Pub Date-17 Sep 80

Note-25p.; Paper presented at the National Conference of the National Coalition of Hispanic Mental Health and Human Services Organization (3rd, Washington, DC, September 17, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communicative Competence (Languages), Community Health Services, *Delivery Systems, Individual Characteristics, *Latin Americans, *Mental Health Clinics, *Mental Health Programs, Outreach Programs, *Program Implementation, Social Support Groups, Sociocultural Patterns, *Urban Population, *Use Studies

Identifiers-California (Van Nuys)

Data from the first year of a developing plan to implement a bilingual/bicultural mental health service network within a large urban Latino metropolis were gathered from Manos de Esperanza, a Spanish speaking family outpatient/crisis clinic funded by the Van Nuys Community Mental Health Center. First year of planning evolved from a community assessment strategy integrated within an evaluation of program accessibility catchment area-wide. Strategies ranged from the use of 50 key informants to utilization review of 150 human service and mental health agencies in the San Fernando Valley. Client statistics indicated an increase in utilization by Latinos of mental health services since the clinic's development. Major factors involved in planning and developing a mental health service program for urban bilingual/bicultural families were structural in nature and related to the availability, accessibility, and acceptability of services in terms of the Latinos' sociocultural needs. Language and communications were the primary barriers to accessibility. Factors influencing utilization patterns included geographic location, availability of bilingual/bicultural professional and paraprofessional staff, cost for services, and understanding of informal and formal Latino helping networks existing within Latino communities. If services were communicated and available in the population's language, then self referral increased from within the community. (NQA)

ED 221 339 SE 035 009

LeBlanc, John F. And Others

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14612-6
Pub Date-76
Grant-NSF-GY-9293
Note-239p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Mathematics, Decimal Fractions, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, *Mathematics Instruction, *Number Concepts, *Preservice Teacher Education, Problem Solving, *Rational Numbers, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program, *Properties (Mathematics), Real Numbers

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to the basic number work in the elementary school. In addition to an introduction to the unit, the text has sections on integers in the elementary school, rational numbers in the elementary school, mathematics of the rational numbers, rational numbers as decimals, the real number system, and appendices that cover self-test answers, the properties of number systems, and skill builder exercises. (MP)

Collaborators; and (4) Technical Description of Project and Results. The software is designed for an Apple II Plus microcomputer that has 48K Random Access Memory (RAM) and Disk Operating System (DOS) 3.3. (MP)

ED 221 360 SE 039 116

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.
Investigations in Science Education, Volume 8, Number 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-80p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit-Investigations in Science Education; v8 n3 1982
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement, *Cognitive Processes, College Science, Concept Formation, Educational Research, Elementary School Science, Elementary Secondary Education, Engineering, Females, Higher Education, Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, *Student Characteristics, *Teacher Education
Identifiers-Cognitive Preference, *Science Education Research

Abstractor's analyses of science education research studies are presented in this issue of Investigations in Science Education. The first group of studies relates to research on teacher education (priority of perceived needs common to science teachers and how these might be used to develop inservice programs, determining the level of awareness and use of population education materials by teachers, and behaviors of preservice elementary teachers attempting to acquire science process skills). The second group focuses on achievement (teaching-learning model used with culturally deprived students and predicting success of college biology students using the Cloze test). The third grouping focuses on cognitive variables (mathematical model of concept learning applied to science instruction, cognitive preferences of talented science students, relationship between academic performance and school-related affective characteristics of 12-year-olds, and modification of cognitive style of graduate students). Studies addressing the effect of women students in engineering on their institution's resources (Do women engineering students present different problems for their colleges/universities than do male students?), science interests of junior high school students, and science needs assessment for use with elementary school teachers are analyzed in the final section. (Author/JN)

resistance; calculating current in a direct circuit; and calculating voltage output of a battery in a circuit. Prerequisite skills include understanding that an electron is a particle of negative charge orbiting around the nucleus of an atom, understanding that electrons are able to be removed from the atom and transferred to another atom (this movement of the electron's charge being called a current), and having the mathematical skills to complete correctly such problems as are found in the pretest. The module concludes with a 10-item posttest, indicating completion of the module if 2 or less items are incorrect and suggesting a review of topics missed if 4 or more questions are answered wrong. (Author/JN)

ED 221 381 SE 039 184

Prussing, John E.

The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-SED-76-19615-A02
Note-22p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculus, *College Mathematics, Engineering, Engineering Education, Higher Education, *Individualized Instruction, Instructional Materials, *Learning Modules, *Mathematical Applications, Mathematical Concepts, Mathematical Enrichment, Mathematical Models, Problem Solving, Supplementary Reading Materials, Undergraduate Study

This document looks at specific applications of calculus to engineering. It is noted that for an automobile traveling at constant speed, the mathematical relationship between the directional heading and the angular deflection of the steering wheel can be calculated with respect to time. An analysis is presented which derives the relationship from basic geometrical and kinematic principles. The derivation is seen as an example of calculus use in the mathematical modeling of dynamic systems. This module contains both exercises and a model exam, with answers provided for both at the conclusion of the document. (MP)

ED 221 400 SE 039 212

Arasmith, E. E.

Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Aug 81

Grant-EPA-900953010

Note-53p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College. For related document, see SE 039 209.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS

Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-Settleometer Test

The settleometer test is used to indicate the solids-liquid separation (downtime) capability of sludge, most commonly on activated sludge entering the secondary clarifier and aerobic digesters. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) run the settleometer test to determine solids settleability; (2) accurately record data and observations; and (3) obtain consistent and reliable data from the test procedure. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, sources of settleometers, laboratory procedures, and worksheet. (Author/JN)

[illegible] can be detected. His more recent texts appealed to the eclecticism in teachers. For example, The Americans'' (1970), reflected a growing sensitivity to the problems of the poor and the minority groups in the 1960s. [illegible] his seventh grade Texas history text The Texans,'' he combined features of both traditional and inquiry texts. Although the text, People and Our World'' did contain a number of inquiry oriented features, teachers could use entirely traditional methods with the text. The same could be said about Kownslar's most recent text American Government'' (1980). (RM)

ED 221 420 SO 014 202

Morrissett, Irving

Four Futures for Social Studies.

Pub Date-16 Aug 82

Note-10p.; Presented to Rethinking Social Education: A National Conference on Future Directions for Social Studies Education, Wingspread Conference Center (Racine, WI, August 16, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Change, Educational Needs, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Postsecondary Education, Relevance (Education), *Social Studies

The current status of social studies education provides information for assessing and predicting future trends in social studies education. A 3-year study, Social Studies Priorities and Needs,'' found that: social studies/social science educators are concerned with constructing a rationale and definition of social studies; the dominant approach to teaching social studies is conservative cultural continuity''; the dominant pattern of social studies programs remains virtually unchanged from 60 years ago; the individual teacher is the key to the learning process although little is known about how to use this proposition to improve education; teachers of elementary and secondary social studies are too preoccupied with administration and management to contemplate the goals of their activities; and teachers are most concerned about their students' poor reading ability and their apathy toward school. Based on these findings, four possible alternative views of the future of social studies education are suggested. One, that the inertia of the past will prevail, derives from the fact that despite the great changes which have occurred in social knowledge, the current pattern for social studies education has changed little since 1916. View 2, that education will move toward agreed-upon ideal states, is based on other changes in education, e.g. racial and sexual equity. View 3 proposes that the legacy of new ideas developed by the New Social Studies'' will be rediscovered during more favorable times. Finally, view 4 suggests that computers have the capacity to revolutionize the entire educational organization. (KC)

problems, and to increase the research skills of the participants. A chronological report of activities is provided. In July of 1979, an institute was held on the Berkeley campus of the University of California. Lectures, seminars, and special presentations were offered to the 24 participants during the institute. An internship program immediately after the institute allowed nine interns to gain practical research skills in research organizations. A participant list is included. The second part of the report summarizes the evaluation procedures and results. Evaluation data were collected through questionnaires from the lecturers and the participants. The institute's objectives were achieved. Overall, the participants rated the institute good or excellent. (Author/RM)

ED 221 440 SO 014 275

Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980).

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Pub Date-31 Oct 80

Grant-NIE-G-79-0010

Note-52p.; For a related document, see SO 014 274. Appendix A may not reproduce clearly due to small print type.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Asian Americans, Bilingual Education, Communications, Course Descriptions, *Educational Research, *Institutes (Training Programs), Internship Programs, Program Descriptions, Program Evaluation, Research Methodology, Research Skills, Skill Development, *Summer Programs

This performance report of the Summer Institute for Educational Research on Asian Americans summarizes and evaluates the activities and tasks completed from February 1 through October 31, 1980. The goal of the project was to increase the participation of Asian Americans in the field of educational research and development. Specifically, the project sought to enlarge the informal network established by the 1979 summer institute participants, to create a forum for the exchange of knowledge and the discussion of challenging problems, and to increase the research skills of participants. Fifty Asian Americans participated in the institute. Four courses were conducted: qualitative/quantitative methods in educational research; research on bilingual education; quantitative methods in policy analysis; and language research in education. In addition to the courses, special guests and participants gave presentations and a grantsmanship workshop was held. An internship program placed participants in educational research and development organizations to gain practical experience. Evaluation data were collected through questionnaires. In general, all participants felt that the institute was well organized and the experience worthwhile. The objectives were accomplished. The appendices contain a participant list and the complete evaluation report. (RM)

considerable improvement is needed in the area of clinical experience. It is pointed out that, in developing a trainer education program, consideration must be given to personnel needed to control supervision of the program, the facilities available, and the size of the program itself. The importance of continuing professional education for faculty responsible for educating student athletes and coaches is stressed. (JD)

ED 221 459 SP 020 502

Compton, Rod
Implementing a Clinical Experience for Student Trainers.
Pub Date-82
Note-6p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Allied Health Occupations Education, *Athletes, Athletic Coaches, *Clinical Experience, *Clinical Teaching (Health Professions), Exercise Physiology, Higher Education, Medical Education, *Medical Services, Physical Education, Practicums, *Professional Education, Student Experience, *Trainers
Identifiers-*Athletic Trainers, East Carolina University NC

Clinical experiences offered to students preparing to become athletic trainers at East Carolina University (North Carolina) are diverse and multiple. The program acquaints students with actual medical practices in sports medicine by allowing them to observe experienced trainers and doctors at work as well as providing opportunities for practical experiences in treating injuries and developing rehabilitation programs for athletes. Hands on'' experiences are provided from the first year on, coupled with a strong classroom lab and lecture series in which the students almost immediately apply what they have learned. Student athletic trainers also learn through participating in practicum courses, seminars and lectures, practical experience courses, independent study courses, high school survey programs, rehabilitation projects, and conferences on sport medicine. (JD)

ED 221 484 SP 020 858

Wentz, Patricia J. Yarling, James R.
Student Teaching Survival Kit.
Pub Date-82
Note-217p.
Available from-Gulf Coast Educators Press/James R. Yarling, Patricia J. Wentz, 4430 Piedmont Road, Pensacola, FL 32503 ($8.50 plus shipping costs).
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adjustment (to Environment), Classroom Techniques, *Cooperating Teachers, Discipline, Educational Environment, Higher Education, Preservice Teacher Education, Student Teacher Relationship, *Student Teachers, Student Teacher Supervisors, *Student Teaching, Teacher Certification, *Teacher Orientation, Teacher Role, Teacher Supervision, Teaching Skills

This text was developed for the use of beginning student teaching interns and their supervising teachers. The text employs a case study metnod for introducing topics and events, pertinent to the student teaching experience, for discussion. Case studies are presented by topic, each with a brief general introduction and suggestions for supervising teachers and interns. Topics include: (1) getting off to a good start; (2) roles of the supervisor, college coordinator, intern, and students; (3) legal status and ethics of the teaching profession; (4) getting to know the faculty, staff, and school building; (5) becoming familiar with school policies; (6) availability of materials; (7) discovering available school referral services; (8) observations; (9) teaching competencies; (10) classroom management and planning; (11) implementation; (12) instructional evaluation; (13) evaluation of the student teacher intern; (14) general internships in education; and (15) certification and job placement. For each case study, discussion questions are suggested. A reference list of seven citations is appended. (FG)

Resources, Elementary Secondary Education, *Females, Hispanic Americans, *Minority Groups, Multicultural Education, *Racial Bias, *Sex Bias, Sex Fairness, Social Attitudes, Stereotypes, Womens Studies

This annotated bibliography, which was compiled between December 1977 and July 1979, is designed for workshop leaders and teachers and provides information on resources on the topic of minority group women. It was developed to supplement the teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides for Integrating Cultural Diversity into Non-Sex-Biased Curricula,'' a program to help students understand the status, needs, and contributions of minority group women. This bibliography is divided into five sections: (1) elementary resources; (2) secondary resources; (3) postsecondary and teacher resources; (4) elementary audiovisual resources; and (5) secondary audiovisual resources. Each section is further organized by minority group: American Indian, Asian American, black, Hispanic, and multiracial. Resources listed in sections devoted to elementary and secondary levels are primarily student-learning materials. Included are materials on, as well as by, minority women. Although some of the resources are described as sex- and/or race-biased, these materials can be used in teaching about discrimination and stereotyping. Both nonfiction and fiction works are found in the listings. The section on postsecondary and teacher resources contains a variety of resources which can be used for overview as well as in-depth information on minority women. Films, sound filmstrips, and cassettes are listed in the sections on elementary and secondary audiovisual resources. (JD)

ED 221 522 SP 021 055

Silverman, Stephen

Aptitude-Treatment Interaction Research: Implications for Physical Education.

Pub Date-Apr 82

Note-15p.; Paper presented at the Annual Conference of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aptitude Treatment Interaction, Educational Research, *Measurement Techniques, Physical Education, *Research Design, *Student Characteristics, *Teacher Effectiveness, Teaching Methods, Teaching Styles, *Test Validity

The aptitude-treatment interaction (ATI) design focuses on teacher effectiveness and on how the effectiveness of the teacher interacts with the stable characteristics of the student. The underlying assumptions of the ATI design are similar to and an extension of other teacher effectiveness research designs, such as the process-product design. The ATI research design can be used in examining questions related to physical education. Steps an ATI researcher would most likely pursue include: (1) Selecting treatments that have a foundational base in the literature; (2) Identifying aptitudes that have methods for reliable and valid measurement (The number selected should be manageable within the framework of the experimental design); (3) Identifying outcomes/skill measures (The skill being tested should be that skill being taught by the teacher); (4) Training teachers to execute the treatment as planned and teach the material that is being pretested or posttested; (5) Discerning and measuring aptitudes (Teachers or school records may be required to obtain information on aptitudes, and all appropriate regulations regarding privacy and student/subject rights must be respected); (6) Randomly assigning subjects (Unless true randomization of subjects is possible, a pretest is required); and (7) Measuring posttest skills to obtain the necessary information on student learning for each of the subjects and each treatment and aptitude level. (JD)

the school district. Six types of outcomes of change are identified: (1) degree of organizational change; (2) scope of implementation; (3) incorporation of the product; (4) incorporation of a problem-solving process; (5) problem resolution; and (6) personal impacts. The final section of the paper addresses implications, unresolved issues, and the question of deriving practical lessons for integrating the theory and practice of educational change. (JD)

ED 221 541 SP 021 107

Schlechty, Phillip C. Vance, Victor S.

Recruitment, Selection and Retention: The Shape of the Teaching Force.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-72p.; Bibliography will not reproduce well due to quality of print.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability, *Academic Standards, Administrator Responsibility, Admission Criteria, Career Choice, *Career Ladders, Educational Quality, Higher Education, *School Organization, *Schools of Education, *Teacher Education, Teacher Effectiveness, Teacher Promotion, *Teacher Recruitment, Teacher Role, Teacher Salaries, Teacher Supply and Demand

The characteristics of the talent pool that will be available to the teaching profession is largely controlled by institutions and agencies that either have only a passing interest in the education of teachers (major universities) or by those that have a vested interest in maintaining the status quo (schools of education that are dependent on filling their classes with students). The public schools have been encouraged to develop reward systems aimed more at recruiting new teachers than at maintaining or motivating them. Given the perception that many teachers are marginally qualified, administrators receive more status and rewards than teachers. The organizational structure of schools provides few meaningful ways of promotion and advancement, other than by renouncing teaching and becoming an administrator. Sex stereotyping has encouraged administrators to believe that teachers generally are inadequate managers and has encouraged teachers to believe that administrators are bosses rather than colleagues. The net effect is to discourage entrance into teaching and to encourage bureaucratic solutions, cynicism, and a lack of intellectual leadership in schools of education and in the public schools. By conceptualizing schools as workplaces and students as the primary workers, the role of oridinary classroom teachers becomes that of a first-line supervisor as opposed to a low-level employee. Responsibility for the professional training of teachers should be divorced from institutions of higher education and teacher education should once again be placed where it in fact occurs: in the public schools. (JD)

ED 221 560 TM 820 581

Sherman, Susan W., Ed. Robinson, Nancy M., Ed.

Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Spons Agency-Office of Civil Rights (ED), Washington, DC.
Report No.-ISBN-0-309-03240-7
Pub Date-82
Contract-300-80-0616
Note-212p.; References and tables contain small print that may not reproduce clearly.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Achievement Tests, Admission Criteria, *Aptitude Tests, Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, Higher Education, Personnel Selection, *Test Bias, Test Construction, *Testing Problems, Test Use, Test Validity
Identifiers-Rehabilitation Act 1973 (Section 504)

Current testing and selection practices in schools and the workplace are examined to describe the experiences of handicapped people and to determine the extent to which testing is a barrier to the full participation of handicapped people in society. The Panel on Testing of Handicapped People dealt in depth with the legal and psychometric issues relating to the testing of people with handicapping conditions and to the testing requirements of the regulations implementing Section 504 of the Rehabilitation Act of 1973. They concluded that current psychometric theory and practice do not fully comply with the regulations as currently drafted, recommending necessary research: studies of test validity, validation procedures, test modifications, and investigation into the role of test scores in decision making. Chapters in this report discuss: (1) ability testing and handicapped people, (2) admissions testing for post-secondary education, (3) testing for job selection, (4) the legal context of Section 504, (5) psychometric requirements of the regulations, (6) recommended policies and procedures, and (7) recommended research. A review of literature and summary proceedings of an open meeting of the Panel (1980) are appended. (PN)

ED 221 580 TM 820 609

Jacobs, Jan

Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study.

Pub Date-Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Longitudinal Studies, *Mass Media, *Mathematics Achievement, *Parent Attitudes, Parent Influence, Research Reports, Research Utilization, *Sex Differences, Social Bias

Identifiers-Likert Scales

A longitudinal study designed to assess parental influence on achievement expectancies provided a unique opportunity to compare data collected before and after the media coverage of the Benbow and Stanley report discussing males' superior mathematical ability. A subsample of 231 parents of math-able children initially in 5th, 7th and 9th grades was selected and the present data were collected 2 years later. A questionnaire consisting of both seven-point Likert-scaled items and open-ended questions was used to assess the impact of a particular media event on parent's attitudes and expectancies. The effect of being informed about the research report of Benbow and Stanley did seem to change parents' attitudes about these issues. Media absorption involves a self-selection according to previous attitude. It appears that hearing about the report may have had the effect of confirming mothers' beliefs that their daughters are not as able in math as their sons, while it put fathers of girls in a position of challenging the evidence'' for their daughters. The opposite happened in the case of general stereotypes for males: fathers of sons had their beliefs confirmed, while mothers did not. (Author/PN)

ED 221 600 TM 820 640

Rutherford, William L. And Others

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Available from-The University of Texas at Austin, Research and Development Center for Teacher Education, Education Annex 3.203, Austin, TX 78712 ($2.25).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Educational Innovation, *Measurement Techniques, *Measures (Individuals), Pilot Projects, *Program Implementation, Research Methodology, Role Perception, Test Construction

Identifiers-*Concerns Based Adoption Model, *Stages of Concern Questionnaire

The Change Facilitator Stages of Concern Questionnaire (CFSoCQ) as a procedure for studying the concerns of change facilitators is presented. It is based on the work of Francis Fuller, the concept of Stages of Concern, and the Concerns Based Adoption Model which deal with change facilitators' concerns regarding implementation of an innovative program. Defining the CFSoCQ required a combination of innovation-related items and change facilitator role-related items. Analyses of descriptive concerns data identified a set of seven Change Facilitator Stages of Concern. In 1979, a questionnaire was developed to measure these concerns. Pilot studies were conducted with factor analyses and item analyses selecting five items for each stage resulting in a measure that has independent scales and high internal reliability. The CFSoCQ provides a means for measuring the concerns of leaders which have a significant influence on their leadership behavior and in turn makes it possible to study the influence of those concerns on facilitator behavior. Briefly, a relatively high score indicates intense concerns on that stage; low scores indicate low intensity or absence of concern. An interpretation procedures manual is under development. (PN)

Dissemination, Information Networks, *Minority Groups, Postdoctoral Education, *Professional Training, Program Implementation, *Research Skills, *Skill Development

A 3-year project was established at the University of Texas at Austin to enhance the educational research skills of minorities and women. The project emphasized four areas: (1) support of participants' research efforts through financial aid for research activities, training seminars, opportunities to engage in research projects, access to support services, and opportunities to publish research findings; (2) participation in advanced levels of educational research design/methodology, report publishing/editing, ethnographic research and computer utilization, and through attendance at conferences; (3) development of communications networks and dissemination of research results through publications, newsletters, and conferences; and (4) project evaluation/revision, and development of a model to guide policy and practices in other institutions involved in enhancing research opportunities for minorities and women. The support provided by the project helped seven participants to complete the doctorate degree and encouraged other participants to pursue further educational research activities. Other project outcomes included a questionnaire on support systems for Hispanic graduate students; a study on predictable characteristics of children's literature books in Spanish; a library collection of materials on women and minorities in educational research; and published reports on specific projects. The model was found viable for implementation, with appropriate modifications, in other institutions. (MJL)

ED 221 637 UD 022 531

Sperber, Robert I. And Others
Metropolitan Planning Project: Revisited with a 1980's Perspective.
Brookline Public Schools, Mass.
Pub Date-Jun 81
Note-337p.; Not available in paper copy due to reproduction quality of original document. For related documents see ED 162 002-003, and ED 161 978.
Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Community Involvement, *Cooperative Programs, *Desegregation Plans, Elementary Secondary Education, Equal Education, Ethnic Relations, Inner City, Metropolitan Areas, Minority Groups, Multicultural Education, *Program Effectiveness, Public Policy, Racial Integration, Racial Relations, School Community Relationship, *School Desegregation, State Programs, Suburbs, Urban Areas, *Voluntary Desegregation
Identifiers-*Massachusetts (Boston), *Metropolitan Planning Project of Greater Boston

The Metropolitan Planning Project of Greater Boston (Massachusetts) was established in 1974 to promote voluntary collaboration between urban and suburban elementary and secondary school systems for the elimination of racial and ethnic student isolation. This report examines programs that have emerged under the plan, describes the demographic and educational context of the programs, investigates program impact, reports results of collaborative efforts, and explores directions for future collaborative activities. The Project focused on basic skills improvement, curriculum development for future careers, multicultural experiences, racial integration, community participation in governance, and the elimination of racial/ethnic isolation. Recommendations for the 1974 plan were divided into three parts: Metropathways was designed for secondary school students and emphasized innovative alternative programs; Metropairways was conceived for elementary schools as a pairing or triad of schools to develop around a special curricular emphasis in the communicative arts or in science; Metro Ethnic Heritage Centers were developed to provide the total community with those resources necessary for understanding cultural pluralism. The largest integration gains were found in programs that directly focused on racial issues, and were well-staffed, well-designed, and well-administered. A consultation process with Boston educators resulted in a modified plan for the 1980s, which would incorporate increased student participation and programs with more lasting effects. The report includes a proposal for a model school system designed to provide quality and cost-effective services to urban and suburban students in the Greater Boston area. (Author/MJL)

ED 221 129 HE 015 477

Lacy, Larry W. And Others
Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-81-323
Pub Date-Dec 81
Note-88p.
Available from-Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Faculty, College Instruction, Comparative Analysis, Consultants, Educational Responsibility, *Engineering, *Faculty Workload, Federal Aid, Higher Education, *Individual Activities, Intellectual Disciplines, Multiple Employment, National Surveys, *Noninstructional Responsibility, Predictive Measurement, Productivity, Research Projects, Scholarship, *Sciences, Teacher Responsibility, Teacher Role, Teaching Load, Trend Analysis, Working Hours
Identifiers-Sponsored Research

National estimates of activities of science and engineering faculty in universities and four-year colleges for 1978-1979 are examined, based on a National Science Foundation survey of faculty members in 20 science and engineering (S/E) fields. Individual respondents provided information for only one 7-day period; however, the survey sample was spread over an entire year. Findings include the following: over the survey period, full-time S/E faculty in universities devoted an average of 48 hours per week to professional activities, while faculty in four-year colleges averaged about 43 hours; university faculty spend about one-third of their professional time (16 hours per week) in research, and federally-sponsored time accounted for about 9 of these hours; four-year college faculty averaged about 5 hours per week in research, reflecting in part a low level of federal support at this level; overall, about 3 out of 10 research hours were not supported by federal or other sponsors, including the faculty member's own institution; four-year college faculty spent about 22 hours per week in instructional activities, roughly 7 hours more than their university counterparts, authoring publications for compensation consumed one-half of the approximately 4 hours spent per week by university faculty in earning outside income, while consulting accounted for another one-third of such activities; and although the average work week was about 15 hours shorter in the summer months, the average weekly number of hours spent in research varied little by season. Information is also provided by academic discipline, and comparisons are made regarding sponsored and unsponsored research. Detailed statistical tables, technical notes, and the questionnaire are included. (SW)

ED 221 185 IR 010 356

Miller, Larry A. And Others

Bibliographic Instruction at Moraine Valley Community College: A Position Paper.

Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date- 80
Note-32p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, College Faculty, *Educational Strategies, Evaluation Methods, Information Sources, *Learning Resources Centers, *Library Instruction, Library Skills, *Program Proposals, Questionnaires, Surveys, Teacher Attitudes, Two Year Colleges, *Two Year College Students
Identifiers-*Moraine Valley Community College IL

This paper presents a plan for implementing bibliographic instruction at Moraine Valley Community College in Palos Hills, Illinois. The definition and purpose of bibliographic instruction are reviewed, educational strategies in bibliographic instruction are discussed, and an implementation proposal is presented. The proposal describes three phases of implementation, including (1) research strategy workshops and the production of printed library guides, (2) the development of printed guides to key resources, and (3) specific course-related activities. Curriculum development and faculty participation are among the topics addressed in the proposal, and means for evaluating the bibliographic instruction program are summarized. Appended to the paper is a copy of the survey instrument used to solicit opinions on bibliographic instruction from 115 Moraine Valley Community College faculty members. Responses to the survey are tabulated on the survey form. (Author/JL)

The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14.

National Library of Australia, Canberra.
Report No.-ISBN-0-642-99210-X
Pub Date-80
Note-46p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($3.25).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Business, *Economic Development, Education, Foreign Countries, *International Relations, Investment, Library Cooperation, National Libraries, Natural Resources, *Regional Cooperation, Tourism
Identifiers-*Australia, Foreign Aid, Pacific Basin Countries, *Pacific Community Concept

As part of its statutory duty to foster international cooperation, the National Library of Australia has produced this annotated bibliography based on a review of material published since 1968 on the Pacific Community Concept or cooperation between countries in the Pacific Basin area of Asia and Oceania. The 159 items listed cover the following subject areas: trade relations; international affairs; investment; marine, energy, and raw materials resources; foreign aid; education and training; shipping; and tourism. Books, pamphlets, articles, papers, addresses, and government publications are included. Japanese language material and bibliographies, conference proceedings, and journals entirely concerned with the Pacific Community Concept are also recorded. Preference for inclusion in the bibliography has been given to publications held by the National Library of Australia, and a location within that library is given wherever possible. Name and geographical indexes are provided. (ESR)

Smith, Marshall
Bibliography of Publications, 1982 Supplement.
Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jan 82
Contract-NIE-G-81-0009
Note-56p.; For related document, see ED 203 882.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *Child Development, *Cognitive Development, *Cognitive Measurement, Concept Teaching, *Educational Research, Elementary Secondary Education, *Individualized Instruction, Learning, Mathematics Instruction, Mnemonics, Peer Teaching, Reading Skills, School Organization
Identifiers-*Diversity (Student)

This supplementary bibliography of publications produced in 1981 under the auspices of the Wisconsin Center for Education Research is intended to inform the educational community of the latest research and development on the education of individuals and diverse groups of students in elementary and secondary schools. A total of 50 technical reports, theoretical papers, working papers, books, books in preparation, Ph.D. dissertations, and master's theses are listed and annotated in the bibliography. Publications are presented in five sections: (1) books summarizing and synthesizing work in areas related to student diversity; (2) studies of student diversity in learning and development; (3) studies of skill development processes in relation to student diversity; (4) studies of interaction and organization of classroom processes in relation to student diversity; and (5) studies of student diversity and school processes. Also included are an author index, a numerical listing of papers and reports, and information on obtaining publications included in the bibliography. (ESR)

ED 221 242 JC 820 433

Community College/University Articulation Policy.
Nevada Univ. System, Reno.
Pub Date-Mar 82
Note-8p.; Chapter 20 of Title 4 - Codification of Board Policy Statements.'' Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, *Admission Criteria, *Articulation (Education), Associate Degrees, College Credits, *College Transfer Students, Community Colleges, Postsecondary Education, State Universities, Statewide Planning, *Transfer Policy
Identifiers-*Nevada

Nevada's policies on student transfer from the community colleges to the universities in the University of Nevada System (UNS) are codified in this statement. After section 1 outlines the assumptions underlying the state policy, section 2 presents the UNS Articulation Board's role with respect to policy recommendations, the establishment of task forces, research development, and the creation of procedures to improve articulation and communication among institutions. Section 3 discusses the conditions under which associate in arts (AA) graduates, students with other degrees and certificates, and non-degreed students may be admitted to senior institutions. This section covers AA-degree requirements, transferability of credit, academic standards, and other admissions requirements. Section 4 mandates the maintenance of a Master Course File, to list baccalaureate-level community college courses, and systemwide guides to transfer courses. Section 5 defines transfer courses, outlines procedures, and specifies the maximum number of transferable credits, while section 6 identifies the course numbering system to be used in all institutions. After section 7 outlines methods of curriculum planning and means of satisfying credit requirements, section 8 indicates ways of satisfying course requirements by examination. Finally, section 9 presents the policy on concurrent registration, and section 10 outlines the role of counselors, advisors, and other student services personnel with respect to transfer students. (HB)

ED 221 301 PS 013 077

Trostle, Susan L. Yawkey, Thomas D.

Facilitating Creative Thought through Object Play in Young Children.

Pub Date-82
Note-14p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, Cognitive Processes, *Creative Development, *Creative Thinking, Imagination, *Play, *Teacher Role, *Teaching Methods, *Young Children
Identifiers-Object Orientation

The intent of this article is to describe the basic processes used by the child in order to create and imagine; to explain the significance of objects for encouraging creativity, imagination, and intellectual growth; and to show how creative thinking is nurtured using the world of objects. Five reasons are advanced to support the claim that the object world of the young child is fundamental to creative thinking and imagination. Four ways children may use objects (exploration, repetition, replication, and transformation) are described, and three basic elements of creative thought (internal reality, internal motivation, and internal control) are identified. It is argued that for adults to guide children's creative thought, they must understand and apply the basic elements of creative thought in the context of exploration, repetition, replication, and transformation. In conclusion, illustrations are provided of ways adults can facilitate children's creativity by encouraging these four uses of objects. (RH)

ED 221 504 SP 020 989

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.

Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-50p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($7.25; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Blacks, *Females, Filmstrips, Hispanic Americans, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, Postsecondary Education, *Racial Bias, Secondary Education, *Sex Bias, Sex Role, Staff Development, *Stereotypes, Whites, Womens Studies

This document is one of five filmstrip user's guides that can be used to increase understanding of minority group women in the United States by supplying basic information on their histories, current concerns, myths, and misleading stereotypes. The guide was designed to be used with a filmstrip entitled America's Women of Color: Past, Present, and Future'' and to help teachers of secondary and postsecondary students to integrate ethnic group information into existing curricula. The focus of the guide and filmstrip is on the status of American Indian, Asian American, black, and Hispanic women. Among the topics addressed are employment, historical figures, stereotypes, and issues of concern to both minority and nonminority group women. The guide consists of: (1) a discussion guide, which defines four objectives and provides discussion questions and remarks; (2) a filmstrip script and supplementary information for the 70 frames in the filmstrip; (3) a teacher-developed 5-day lesson plan for seventh through ninth grade students, focusing on similarities and differences among roles of minority group women; and (4) a list of suggested supplementary student activities. Appended are five essays giving background information on the history, stereotypes and myths, economics, and current and future concerns of each of the four minority groups as well as of white women. (FG)

ED 221 620 UD 022 503

An Assessment of the Chicago Board of Education's Desegregation Plan.
Chicago Urban League, Ill. Dept. of Research.
Pub Date-16 Feb 82
Note-72p.; A report submitted to Judge Milton I. Shadur.
Pub Type- Reports - General (140) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Blacks, Busing, Community Attitudes, Demography, *Desegregation Plans, Disadvantaged, Financial Support, Information Dissemination, Inservice Teacher Education, Magnet Schools, Migration, Minority Groups, Program Evaluation, *Racial Composition, Racial Relations, *Racial Segregation, Resource Allocation, *School Desegregation, *Transfer Policy, Voluntary Desegregation, Whites
Identifiers-*Chicago Public Schools IL, Chicago Urban League

In this report, the Chicago Urban League assesses the Chicago Board of Education's proposed school desegregation plan. The report discusses eleven points of disagreement with plan provisions. The issues raised include: (1) the absence of concrete provisions, especially numerical standards, to ensure that existing black-white separation in Chicago public schools will be remedied; (2) the plan's failure to consider system-wide racial composition, community perceptions, and psychological standards in racially unidentifiable'' schools; (3) the inconsistency of the proposed school transfers standard of 50 percent white/50 percent minority, given the small percentage of total white enrollment; (4) failure of the plan to equitably distribute the burden of desegregation among racial groups; (5) promises to try a variety of voluntary inducements which require virtually no desegregation; (6) lack of detailed information to ensure that educational inducements will attract sizeable numbers of blacks and whites to distant schools; (7) absence of realistic provisions for racial interaction in desegregated schools; (8) emphasis on special programs that would lead better students away from racially-isolated schools; (9) insignificant extra funding for racially-isolated schools; (10) lack of acceptable monitoring provisions; and (11) the questionable assumption that white flight is imminent and destructive, and should be avoided at all cost. (Author/MJL)

ED 221 164 IR 010 335

Arnold, Jane And Others
The OCLC Terminal: An Instruction Manual.
Michigan State Univ., East Lansing. Univ. Libraries.
Pub Date-82
Note-21p.; Best copy available.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cataloging, Definitions, *Information Retrieval, *Input Output Devices, *Library Catalogs, Library Equipment, Library Guides, *Online Systems, Search Strategies, Union Catalogs
Identifiers-*Command Language, Michigan State University, *OCLC, Users

Prepared for users of OCLC terminals at the Michigan State University library, this manual provides a brief description of the contents of the OCLC database, instructions for constructing search requests in OCLC, guidelines for interpreting OCLC search results, a key to reading'' the OCLC screen, an overview of typical terminal responses and what to do about them, instructions for qualifying searches by type of publication and by publication date, an overview of title word peculiarities and personal name peculiarities in the OCLC system, a list of stopwords for the OCLC database, a glossary of terms employed in the manual, and an index. Search request parameters are described for book titles, periodical titles, author/title combinations, personal authors, and corporate authors. An illustration of the OCLC display screen and keyboard is included. (JL)

ED 221 281 PS 013 051

Wilson, Melvin N.

Perception of Parent-Child Interaction in Three-Generational Black Family.

Pub Date-Aug 82

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982) and the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 24-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks, Comparative Analysis, Extended Family, *Family Involvement, Family Relationship, Females, Grandchildren, *Grandparents, Mothers, *Nuclear Family, *One Parent Family, Parent Role, Place of Residence, *Role Perception, Self Concept

Identifiers-*Surrogate Parents

This study concerns the effect of family structure (single-headed or dual-headed nuclear families) and grandmaternal domicile (grandmother living with the nuclear family or in the local community) on the perception of grandmother/grandchild and parent/child interactions. The author's primary interest was to delineate the perceived role of the grandmother within the black family with regard to the rearing of children. Sixty families consisting of grandmothers, parents, and children were interviewed according to Bronfenbrenner's Parental Behavior Scale. Each adult family member was asked to describe his or her self-perceived interaction with the child as well as perceptions of the other relevant adult family members' interactions with the child. Children, ranging from 8 to 14 years of age, were also asked to describe their interactions with each relevant adult family member. Results indicate that grandmothers perceived (and were perceived as) having greater numbers of interactions with their grandchildren when they lived in the home as opposed to living in the community and when the family structure involved a single- rather than dual-parent structure. (MP)

ED 221 340 SE 035 010

Kerr, Donald R., Jr. And Others
Awareness Geometry. Mathematics-Methods Program Unit.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14614-2
Pub Date-76
Grant-NSF-GY-9293
Note-49p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Geometric Concepts, Geometry, Higher Education, *Instructional Materials, Learning Activities, *Mathematics Instruction, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to the geometry units of MMP and to the unit itself, the text has six activity sections titled: Geometry Around You; A Sagging Door Stability of Shapes; Constructing Solid Shapes from Plane Shapes; Cross Sections; Vertices, Edges, Surfaces, and Euler; and Implications for Teaching Geometry. (MP)

ED 221 401 SE 039 213

Wooley, John F.

Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Apr 82

Grant-EPA-900953010

Note-37p.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-*Specific Resistance Test

A commonly used test for determining filterability of conditioned sludge is the specific resistance (Buchner funnel) test. The sludge is filtered through filter paper using a Buchner funnel, and the time needed to obtain a given volume of filtrate (or for cake residue to begin to crack) is measured. The shorter the time, the better the filterability of the sludge. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) successfully run the specific resistance test; (2) accurately record data and observations; (3) organize data to perform required calculations; (4) make general interpretations as to the quality of sludge utilized in the test based on values obtained; and (5) obtain reliable, consistent results from the test procedure. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures, and worksheet. (Author/JN)

ED 221 460 SP 020 503

Tomasi, David

The Student Trainer Clinical Experience at Lock Haven State College.

Pub Date-82
Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Allied Health Occupations Education, *Athletes, Athletic Coaches, *Clinical Experience, Clinical Teaching (Health Professions), *First Aid, Higher Education, Injuries, Medical Education, *Medical Services, Observation, Physical Education, *Professional Education, *Trainers
Identifiers-*Athletic Trainers, Lock Haven State College PA

An integral part of the clinical experience for athletic trainers at Lock Haven State College (Pennsylvania) is training in first aid and learning to evaluate not only sport-related injuries but all injuries. Thorough knowledge is expected of athletic trainers in the areas of cardiopulmonary resuscitation, first aid, and treatment of emergency/disaster victims. Students work closely with the community and its hospital, staff, and emergency room. (JD)

ED 221 485 SP 020 884

Kitchen, James W. And Others

Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.
Pub Date-Aug 82
Note-32p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consumer Economics, Cost Indexes, *Economic Climate, Individual Needs, Leisure Time, Life Style, *Purchasing, *Recreational Activities, Recreationists, *Social Indicators, *Sociocultural Patterns, Trend Analysis

This study explored trends in how Americans spent disposable personal income (DPI) on recreational activities from 1929 to 1979. Statistics were compiled from the Economic Report of the President and the United States Department of Commerce. Twelve classifications of recreation expenditures are presented: (1) books and mapc; (2) magazines, newspapers, and sheet music; (3) nondurable toys and sport supplies; (4) wheel goods, durable toys, sport equipment, boats, and pleasure aircraft; (5) radio and television receivers, records, and musical instruments; (6) radio and television repair; (7) flowers, seeds, and potted plants; (8) admissions to specified spectator amusements (sports events, films, theater); (9) clubs and fraternal organizations; (10) commercial participant amusements; (11) pari-mutual net receipts; and (12) miscellaneous hobbies and pets. Tables present information on: (1) consumer expenditures on recreation; (2) DPI and personal consumption expenditures; (3) per capita DPI and consumer expenditures on recreation; (4) consumer expenditures on recreation as a percent of DPI; (5) consumer expenditures on recreation as a percent of personal consumption expenditures; (6) increase or decrease of consumer expenditures on recreation as a percent of DPI, personal consumption expenditures, and total recreation expenditures 1929-68 and 1969-79; (7) classification of consumer expenditures on recreation as a percent of total recreation expenditures; and (8) estimated consumer expenditures on recreation for 1980-90. (JD)

ED 221 523 SP 021 060

Chevrette, Patricia Rupley, William H.

Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date-Sep 82
Note-16p.; Prepared in the Instructional Research Laboratory.
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Classroom Techniques, Educational Environment, *Educational Research, Elementary Secondary Education, *Evaluation Criteria, Learning Experience, Research Utilization, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, Teacher Education, *Teacher Effectiveness, Teacher Evaluation

Emphasis on the traditional approach in educational research has given way to the scientific approach, and, gradually, the focus of research has shifted from the teacher to include student behavior. Many variables previously associated with teacher behavior are recognized as being associated with student behavior. Future research must use previous studies to formulate a clearer pattern for effective teaching. Researchers have relied on a global description of process/product to test the effectiveness of learning experiences, but that research emphasis should also include studies of the relationship between teacher competencies and learning experiences. Since pupil achievement is related to these experiences, they must be controlled to facilitate learning. Certain variables that have already been proven valid through study may have such strong influence over learning that other variables may be masked. Future studies should attempt to control such variables as management skills to see to what extent other variables may affect learning. Research has been successful in identifying effective teacher behaviors, notably in the early grades, in teaching basic skills. Studies identifying those teaching variables that apply to upper grades and in different context areas need to be developed. (Authors/JD)

ED 221 561 TM 820 583

The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-82

Note-1,086p.; Many pages are marginally legible due to small print.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-*Admission Criteria, *Aptitude Tests, *College Entrance Examinations, *Disclosure, *Hearings, High Schools, *Information Dissemination, Legislation, Postsecondary Education, Privacy, Public Policy, Student Rights, Test Use

Identifiers-Congress 97th, *Testing Legislation, *Truth in Testing Legislation

The hearings on a House bill to require that certain test information be disclosed to individuals who take standardized educational admissions tests are presented. The text of H.R. 1662 is given, which specifies the information to be provided to individuals and postsecondary institutions; regulates the reports and statistical data to be required; insures the privacy of test scores; and states guidelines for testing costs. The verbal record of the witnesses before the Subcommittee is given with any prepared statements, letters and supplemental materials. Persons from the testing industry, public school systems, postsecondary institutions, and educational and professional organizations discuss the state of educational testing and present policies and activities in test disclosure and information use. Samples of actual tests, reports and publications on the policies of relevant organizations and examples of studies regarding educational testing are provided. (CM)

ED 221 581 TM 820 611

Winters, Lynn

The Role of Evaluation and Plans for Evaluating the Current Testing Program.

Palos Verdes Peninsula Unified School District, CA.
Pub Date-21 Sep 81
Note-33p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluators, Minimum Competency Testing, *Program Effectiveness, Program Evaluation, *Research and Instruction Units, Standardized Tests, Test Construction, *Testing Programs, Test Validity
Identifiers-*Palos Verdes Peninsula Unified School District CA

The Palos Verdes Peninsula Unified School District Office of Program Evaluation and Research is responsible for providing information for program development and improvement; providing test information to special programs coordinators; and acting as a clearinghouse for all information concerning tests, evaluation methodology, and educational research. This report defines the evaluation process used; and describes the activities of evaluators, the types of evaluations conducted, and the role of the office of evaluation and research. The standardized testing program is evaluated to determine its adequacy and potential improvements in the efficient use of test results. The relevance of the testing program to the curriculum is also evaluated. The competency testing program was reviewed to compare costs for development of an in-house test, purchase of a published test, commission of Riverside Publications to produce a customized test, and adaptation of a testing program developed by another district. The general plan for evaluating the testing program in terms of adequacy, relevance, and cost-effectiveness is presented. (DWH)

ED 221 113 HE 015 456

Rigas, Anthony L.

Video Outreach Graduate Program.

Idaho Univ., Moscow.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date- 82
Note-36p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Computer Science, Continuing Education, Credit Courses, Degree Requirements, *Engineering, Enrollment Trends, Extension Education, *External Degree Programs, Fees, Film Libraries, *Graduate Study, Higher Education, Nontraditional Education, *Outreach Programs, Program Administration, Program Costs, School Registration, *Videotape Cassettes, Videotape Recordings
Identifiers-*University of Idaho

The University of Idaho's video outreach graduate program is described. The program is designed to provide continuing education, credit courses, and graduate degree-granting programs anywhere in the state by producing these programs on video cassette and Betamax formats. Presently the Master of Engineering in electrical and Mechanical Engineering and the Master of Science in Computer Science are available. Courses consisting of a minimum of 30 semester hours of classes are provided, and the regular requirements and policies of the graduate school of the university apply to the video outreach graduate programs. Upon completion of coursework, each student comes to the campus to take a comprehensive final oral and/or written examination, which is supervised by the student's graduate committee. The courses offered are taught each semester on campus and are videotaped for off-campus students. The video courses are complemented with instructor visitations, study guide materials of the classroom lectures, and by a toll-free telephone line. In addition, 13 video resource educational centers have been developed in 13 public libraries within the state. Off-campus student advising and counseling is available, and after admission to graduate school, students are assigned a graduate committee and an advisor from their academic department. On-campus administrators and faculty are involved in planning, maintaining, teaching, and evaluating all video outreach courses. Attention is directed to: program admission and registration procedures, student responsibilities, program graduate requirements and procedures, program fee structure, program enrollment trends, and program operating costs. A brochure on the program is appended. (SW)

ED 221 186 IR 010 357

Casserly, Mary

Collection Development Policy.

William Paterson Coll., Wayne, N.J.
Pub Date-82
Note-56p.; Best copy available.
Pub Type- Opinion Papers (120) - Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Freedom, Archives, *College Libraries, Glossaries, Government Publications, Higher Education, *Library Acquisition, *Library Collections, *Library Material Selection, Library Role, Microforms, Nonprint Media, Periodicals, Position Papers, Reference Materials
Identifiers-Intellectual Freedom, *William Paterson State College NJ

In this document the collection goals of the William Paterson New Jersey State College library are enumerated and the policies and procedures of the library regarding the selection and acquisition of different types of materials are summarized. Following a short introduction to the function of collection development policies is a general statement of the primary and secondary collection development goals of the library. Criteria for the selection and withdrawal of library materials are then outlined. General policies concerning materials exceeding $100.00 in cost, out-of-print and facsimile materials, foreign language materials, and gifts are also presented, as well as specific format and collection policies with respect to archival items, audiovisual materials, curriculum materials, dissertations, government documents, microforms, reference materials, serials, series publications, special collections, and vertical file materials. Appended to the document are a series of policy statements by the American Library Association (ALA) and the Educational Film Library Association. These include the Freedom to Read Statement,'' the Library Bill of Rights,'' the Intellectual Freedom Statement,'' and Freedom to View.'' Also appended are a glossary of terms used in the document and a statement on the appraisal of library materials. (JL)

ED 221 261 PS 012 777

A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum.

Ministry of Education and Cultural Affairs, Stockholm (Sweden).
Pub Date-80
Note-11p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Educational Objectives, *Elementary Education, Foreign Countries, Guidelines
Identifiers-*Sweden

Goals for the elementary school and guidelines for school work are summarized in this brief overview of Lgr 80, a new curriculum for the first 9 years of compulsory education in Sweden. Policy statements on equivalent'' education for all elementary school children, curriculum content, and the role of the school as a socializing agent are presented. In addition, guidelines are provided for selecting subject matter, planning instruction, assigning homework, issuing report cards, and modifying instruction for pupils with difficulties. Guides are also provided for planning at the local level; establishing pupil-developed subjects, activities, and optional courses; providing all students the same opportunity to advance to secondary schooling; and breaking traditional sex role patterns in the curriculum. (RH)

ED 221 321 RC 013 593

Lyson, Thomas A. Stover, Penny W.

From High School to Adulthood: A Survey of South Carolina Young People.

South Carolina Agricultural Experiment Station, Clemson.

Report No.-SC-AE-641

Pub Date-Jul 82

Note-17p.; For related document, see ED 107 406.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aspiration, *Attitude Change, Blacks, Educational Attainment, Expectation, Family Characteristics, Females, *Influences, Longitudinal Studies, Males, Marital Status, Migration Patterns, Military Service, Occupational Aspiration, Place of Residence, Rural Areas, Socioeconomic Status, Whites, *Work Life Expectancy, *Young Adults

Identifiers-*South Carolina

The bulletin presents an overview of what has been learned to date about the various paths 170 South Carolina young adults have taken since they were originally interviewed in 1967, their sophomore year in high school, then again in 1969 and 1979. Data, organized and presented by four race and sex categories, cover: white males (N 62), black males (N 30), white females (N 45), and black females (N 33). Descriptive information about their social and economic backgrounds is presented in the first section. Part 2 shows patterns of stability and change in the formation and attainment of educational and occupational goals. In addition, residential preferences and patterns of migration, as well as marital timing and family formation, are discussed. The third section examines how panel members responded to two important questions in the 1979 survey. The first question asked about major events that shaped their lives since leaving high school in 1969. The second, solicited comments on the one thing they wanted most to accomplish in the next 10 years. The final section summarizes the results and discusses their implications for helping future generations of South Carolina young people make the transition to adulthood. (AH)

ED 221 361 SE 039 117

Rattray-Wood, Laurie, Ed. Ferguson, Peter, Ed.

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).

Australian Science Education Research Association.

Pub Date-May 81

Note-221p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Biology, *Cognitive Processes, Cognitive Style, College Science, Educational Research, Elementary School Science, Elementary Secondary Education, Foreign Countries, Higher Education, *Learning Theories, Physics, Problem Solving, *Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, Student Attitudes, Teacher Education, *Teaching Methods

Identifiers-Australia, *Science Education Research

Most of the papers and summaries of papers presented at the twelfth annual conference of the Australian Science Education Research Association are presented. Topics addressed focus on various aspects of science curriculum and instruction, teacher education, student and teacher characteristics, and learning. Papers presented include, among others, science education and philosophy of science; science teacher participation in reviews of syllabi; effects of practicing teaching on students' attitudes to teaching science; prospective versus retrospective synthesis of science teaching in the United States; childrens' drawings of natural phenomena; phases of a research project (description, analysis, action); student/teacher views of unsolved problems in biology; use of problem-solving in meaningful learning in biology; case study analysis of differences in learning processes/outcomes in biology; use of cognitive mapping in teaching/learning strategies; learning a procedural task; theory of learning in tertiary science education; nature of learning/cognitive styles; teacher transmission/interpretation and students' attitudes to science; formal school/attitudes of Papua New Guinea students (1972-1980); implementation of a personalized system of instruction in physical science and comparison of attitude and achievement with conventional classes; and student perceptions of influences of practical work in science at high school and matriculation levels in Tasmanian schools. (Author/JN)

ED 221 382 SE 039 185

Brams, Steven J. And Others

The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-SED-76-19615-A02
Note-33p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Disarmament, *Game Theory, Graphs, Higher Education, *Individualized Instruction, International Relations, *Learning Modules, *Mathematical Applications, Mathematical Enrichment, Mathematical Models, Supplementary Reading Materials, Undergraduate Study

This unit views applications of elementary game theory to international relations. It is noted that of all the significant world problems, the nuclear arms race has proved one of the most intractable. The main concern of the module is to investigate a possible solution to the arms race, based on extending the classic two-person game of Prisoner's Dilemma and allowing for sequences of moves. An analysis of the generated model is followed with considerations of possible extensions to both new games and different scenarios. The material is designed to help students: (1) understand some basic concepts in game theory; (2) apply concepts to arms race analysis and other two-person conflict situations; (3) derive consequences of extended play of different games and scenarios; (4) illustrate consequences graphically; (5) state policy implications of an analysis; and (6) justify normative judgments based on analysis. The module contains exercises, with solutions, and concludes with a listing of references. (MP)

ED 221 421 SO 014 207

Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative
Informatics, Inc., Rockville, Md.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date-28 Oct 81
Contract-NEA-PC-79-22
Note-683p.; Some small and broken print type may occur throughout Volume 2 and may not reproduce clearly in microfiche or paper copy. Sponsored by the Research Division of NEA.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Dance, Data Analysis, Data Collection, *Economic Research, *Economic Status, Federal Aid, *Fine Arts, Literature, Museums, Opera, *Operations Research, Orchestras, *Organizations (Groups), Questionnaires, *Research Design, Research Methodology, Sampling, Theater Arts

The developmental work or phase 1 of a study which will collect information on the operational and financial conditions of the arts and cultural organizations which make application to the National Endowment for the Arts (NEA) for grant support is described. As part of the Economic Data Series, the report will provide the Endowment with information useful in planning and in assessing the important economic trends which are vital to the health of the arts. The study will categorize recent organizational applicants to NEA into one of eight disciplines: museum; symphony orchestra; theatre; opera; ballet and modern dance; literature; other performing arts; and other arts and cultural organizations. The methodology will be to survey via questionnaires a selected sample of organizations within each of these eight disciplines. The report is presented in two volumes. Volume 1 contains the narrative description of the developmental work performed in phase 1. Described are the preparation of draft questionnaires, design of processing procedures, conduct of the pretest, assessment of feasibility of data collection, the exploration of alternative approaches, data collection approaches, sample design, and the proposed approach. Various project deliverables and supporting documentation are included as appendices in volume 2. (RM)

ED 221 542 SP 021 111

Knight, J. Pat Litcher, John H.

Teacher Certification in Consortium-Based Teacher Education.

Pub Date-82
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consortia, *Educational Cooperation, Educational Research, Higher Education, *Information Dissemination, Linking Agents, Professional Associations, Professional Continuing Education, *Program Development, Staff Development, State Departments of Education, *Teacher Certification, Teacher Education
Identifiers-*North Carolina

The consortium-based teacher education program concept was formulated to provide a more effective means of linking continuing education activity to research and development in education. The program's primary objectives include the development and maintenance of a systematic certification training program for prospective teachers, development and implementation of advanced certification programs not readily available through local institutions of higher education (IHE's), provision of appropriate staff development activities, the support of research projects in education, and the provision of a vehicle of interaction between the associated parties. This article explores the various standards and guidelines identified as essential for the development and implementation of a consortium-based teacher education/certification program. The partnership relations that must exist between the involved parties (IHE's, local education agencies, professional organizations, and the state department of public instruction) are identified and discussed. Additionally, the strategies utilized during the developmental, implementation, and evaluation stages of example programs in Charlotte (Metrolina Education Consortium) and Winston-Salem, (Winston-Salem/Forsyth County Consortium for Personnel Development) North Carolina, are outlined and critiqued. (Authors/JD)

ED 221 601 TM 820 641

Kennamer, Lorrin Bown, Oliver H.

Integrating Research and Professional Training: A Dialogue.

Pub Date-20 Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Available from-The University of Texas at Austin, Research and Development Center for Teacher Education, Education Annex 3.203, Austin, TX 78712 ($1.25).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Planning, Higher Education, *Institutional Cooperation, *Preservice Teacher Education, *Research and Development Centers, Schools of Education, Teacher Educators

A dialogue describes the common mission of the College of Education and the Research and Development Center at the University of Texas at Austin. Their mission is away from segmentation towards inter-instructional cooperation, intra-institutional collaboration and the integration of research and practice. They are jointly committed to the development of a fully integrated system of pre-service teacher education; specifically, their focus has shifted from teacher preparation per se toward basic research contributions to the knowledge bases underlying teacher education. This shift has (1) lead to developing research interest for the teacher education faculty; (2) put individual faculty members in touch with national and international organizations; (3) promoted publications and writing activities; (4) led to new and revised course developments; (5) provided research topics for graduate students; (6) promoted student involvement in research and field experience; (7) helped in recruitment of excellent graduate students; and (8) promoted more specific relationships with practitioners. Other gains have been: joint faculty appointments, and recommendations for joint faculty members' promotion and salary increases. The planning and reporting conferences and the sharing of visiting lecturers and consultants have benefited college faculty. (Author/PN)

ED 221 638 UD 022 533

Gutierrez, Manuel J. Montalvo, Braulio

Puerto Rican Youth: Dropping Out and Delinquency.

Pub Date-Aug 82
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Delinquency, Dropout Prevention, *Dropouts, Drug Use, *Family Characteristics, Family Influence, Females, High Schools, Hispanic Americans, Males, *Parent Child Relationship, *Peer Influence, Pregnant Students, *Puerto Ricans, Socioeconomic Influences
Identifiers-Pennsylvania (Philadelphia)

A 3-year longitudinal study of Puerto Rican youth (who were tenth graders during the first year of the study) in Philadelphia, Pennsylvania, sought to identify determinants of decisions to remain in school or drop out, and to investigate delinquency among this population. Among girls, the study found no correlation between delinquency and dropping out, although dropping out was strongly correlated with pregnancy. The data indicated that mothers' influence on their daughters tended to socialize females away from delinquency. The potential Puerto Rican female dropout was likely to have repeated a grade, to be unmotivated, and to come from an educationally unsupportive home, but tended to be overlooked as a problematic student. Among boys, a significant positive relationship was found between dropping out and delinquency. Tenth grade dropouts generally came from less economically able families than eleventh grade dropouts. Compared to non-delinquent dropouts, delinquent dropouts used drugs more frequently, failed in school more often, reported more friends in trouble with the law, and had parents who knew little about their sons' friends. The findings support a theoretical model that sees delinquency and decisions to drop out of school as being influenced by the family and the institutions that affect it: schools, peers, employment, church, and health services. (Author/MJL)

ED 221 146 HE 015 511

Boyan, Douglas R.

Costs at U.S. Educational Institutions, 1982/83.

Institute of International Education, New York, N.Y.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Report No.-ISBN-87206-116-7

Pub Date-82

Note-399p.

Available from-Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Students, Fees, Food, *Foreign Students, Higher Education, Housing, In State Students, Institutional Characteristics, *Noninstructional Student Costs, Out of State Students, School Registration, School Schedules, School Surveys, *Student Costs, Travel, *Tuition

Identifiers-Bureau of Labor Statistics, *College Costs, Institute of International Education NY, Standard Metropolitan Statistical Areas, Tuition Fees and Academic Calendar Survey

Costs at U.S. educational institutions for 1982-1983 are identified. A listing of monthly maintenance rates (MMR) by institution within each state covers room, board, incidentals, and makes no distinction between on-campus and off-campus living. The MMR data and guidelines for additional expenses are for the foreign student in typical full-time undergraduate or graduate programs. A limit on the MMR that was established for U.S. government-supported academic grantees was set at $650 during the 1982-1983 academic year. Another listing is presented of costs at about 1,000 institutions, based on data obtained by the Institute of International Education's (IIE) 1982 Tuition, Fees and Academic Calendar Survey. For each school, MMR data are presented on out-of-state and in-state tuition, fees, the type of academic calendar

used, the dates of each academic period (including summer sessions), and registration dates. Complete costs and other information are provided for institutions having a large percentage of foreign students. States are listed alphabetically, as are institutions within states, for both lists. Additional expenses and allowances that may be relevant include: settling-in expenses, accident and health insurance, expenses of maintaining an automobile, additional costs for accompanying dependents, vacation periods, books, additional equipment and materials, field trips, study- or research-related travel, and thesis/dissertation and related research costs. The system for determining MMR, which is based on the Bureau of Labor Statistics system, uses Standard Metropolitan Statistical Areas, cost components, (e.g., food, housing, transportation), inflation adjustment, and special foreign student adjustment. (SW)

Markey, Karen
Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-31 Mar 82
Note-99p.; Contains small print which is marginally legible.
Pub Type- Guides - General (050) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Libraries, Data Collection, Higher Education, Interviews, *Library Catalogs, Library Research, *Library Surveys, *Online Systems, Pilot Projects, Public Libraries, *Questionnaires
Identifiers-*Library Users, *Public Access

This report describes the pilot data collections and post-questionnaire interview activities of the Council on Library Resources (CLR)/Online Computer Library Center (OCLC) Online Public Access Project. The background of the project is briefly described, the purpose and adminstration of the post-questionnaire interviews are outlined, and pilot data collection activities are reviewed. The procedures of both the pilot data collection and the pilot data analysis phases of the project are then discussed. Two data tables accompany the text. Among the eight appendices to the report are guidelines for conducting post-questionnaire interviews, library catalog user and nonuser interview schedules, lists of user and nonuser questionnaire problems, the pilot test data collection manual, and the actual study data collection manual. (JL)

ED 221 206 IR 010 381

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.

National Library of Australia, Canberra.
Report No.-ISBN-0 642-99217-7
Pub Date-81
Note-66p.; For related document, see ED 149 777.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($3.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cataloging, Consortia, Costs, Databases, Foreign Countries, *Library Cooperation, *Library Networks, National Libraries, *Online Systems, *Shared Services, Union Catalogs
Identifiers-*Australia, Australian Bibliographic Network

As part of its responsibility for the development of bibliographic services in Australia, the Australian National Library presents this draft proposal for a national online shared cataloging facility to be known as the Australian Bibliographic Network or ABN. A preface describes ABN's historical background and relationship to BIBDATA, a previously proposed system. A glossary of terms is followed by discussions of the following considerations: (1) network benefits and forward planning procedures; (2) basic network concepts and standards; (3) network services including the database, system facilities, and ancillary services; (4) network costs and charges; (5) network governance; and (6) the relationship of consortia to ABN. Appendices provide guidelines for an ABN Pilot Study; a schedule of National Library editing and input standards; a list of proposed ABN databases; a guide to publications on the Washington Library Network or WLN, which is the National Library's current in-house cataloging system; considerations of ABN costs and the cost of providing an online selective record service; a schedule indicating costs and fees; proposals for the appointment of an Australian Bibliographic Network Committee and an ABN Standards Committee. (ESR)

ED 221 225 IR 050 005

Clark, Collin, Ed.

California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.

California State Library, Sacramento.

Pub Date-82

Note-425p.; For related document, see ED 191 497. Best copy available; photographs will not reproduce.

Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Academic Libraries, Annual Reports, Higher Education, Interlibrary Loans, Library Associations, Library Expenditures, Library Materials, Library Networks, Library Personnel, Library Services, *Public Libraries, Reference Services, Salaries, *Special Libraries, Statistical Data

Identifiers-*California, Library Funding, *Library Statistics

This annual directory characterizes libraries in California through statistical tables, a profile of each library, descriptions of state library associations, a public library directory, and several indexes. Following an introduction explaining how to use the directory, information on the California State Library is given. Presented in the statistical tables are measures of staffing, income, expenditures, salaries, collections, and activities organized by library type and area population. A 5-year statistical summary and data on the California Library Services Act (CLSA) Cooperative Public Library Systems are also provided. Arranged in order by city, entries in the library directory contain type, name, and size codes used in other parts of the report; the library address and telephone number; name of the library director; and a brief statement of services and policy. State library associations, networks, reference centers, and systems are listed in the next section, followed by a directory of public libraries, which provides the address, telephone number, and director's name for each. Three indexes are included: (1) a subject index to special collections, (2) a library director index, and (3) a library name index. (ESR)

ED 221 243 JC 820 434

CUNY Tech Continuing Education Annual Report, 1981-1982.
New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
Pub Date-Sep 82
Note-78p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Literacy, *Adult Students, Adult Vocational Education, Annual Reports, Career Guidance, Community Education, *Continuing Education, Correctional Education, Deafness, Educational Finance, Enrollment, *Extension Education, Females, Financial Support, Job Training, Older Adults, Program Descriptions, Program Evaluation, *Technical Institutes, Two Year Colleges

Funding, enrollments, and outcomes are reported for the programs offered duting 1981-82 by New York City Technical College's Division of Continuing Education and Extension Services. The report's introduction analyzes enrollment in the division and summarizes accomplishments and funding problems for selected programs. Subsequently, the report's eight chapters discuss the year's activities and accomplishments of: (1) the division's tuition programs, which provide adult students with entry-level job skills, skill upgrading, and training for certification and licensure; (2) adult literacy and learning programs, and extension services to two correctional institutions; (3) outreach and training programs for women in nontraditional occupations, such as machine tool, building systems, maintenance and repair; (4) vocational programs for deaf adults; (5) the Adult Vocational Counseling and Guidance Center; (6) technical training programs for disadvantaged adults (in the areas of clerical and data entry occupations, digital electronics, and welding), bilingual students (in the area of home attendant training), and transit workers; (7) programs for older adults, which include classes in consumer advocacy, and information and referral training; and (8) training for apartment managers, superintendents, and staff. The report concludes with tables illustrating enrollment and funding sources. (KL)

ED 221 302 PS 013 078

Landsberger, Betty H.
Background Information for Viewing Racial Differences in SAT Scores.
Pub Date-82
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Blacks, Comparative Analysis, Elementary Secondary Education, Kindergarten, National Surveys, *Outcomes of Education, *Racial Differences, Research Methodology, State Surveys, Statistical Analysis, Whites

The argument is put forth in this paper that the academic achievement of black children relative to whites deteriorates over time in school. The argument is substantiated by analyses of data from a statewide study of the standings of black and white children entering kindergarten and from two large National Health Examination Surveys of, respectively, 6- through 11-year-olds and 12- through 17-year-olds. To make comparisons among different ages and with data from more than one study, the single standard'' concept, a statistical technique used frequently by epidemiologists, was employed. In each of the age groups, the average score of the total group of subjects was established as the single standard. Meeting the average was taken to be the standard for subgroup performance; the actual average score of any subgroup was divided by the total group average. The resulting value may be regarded as the ratio of that subgroup's performance to the standard for the total population examined. Scores for different groups on the two parts of the Scholastic Achievement Test provide an example of higher ratios for white and lower ratios for black children. Results of applying the procedure to the state and national data are reported, and implications are discussed. (RH)

ED 221 441 SO 014 276

Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981).

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Pub Date-31 Oct 81

Grant-G-79-0010

Note-53p.; For related documents, see SO 014 274-275. The Calendar of Events in Appendix C is marginally legible.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Asian Americans, Communications, Course Descriptions, *Educational Research, *Institutes (Training Programs), Internship Programs, Multicultural Education, Pacific Americans, Program Descriptions, Program Evaluation, Research Skills, Skill Development, *Summer Programs

The activities and tasks of a summer institute are summarized and evaluated in this report. The goal of the institute was to increase the participation of Asian and Pacific Americans (APA) in the field of educational research and development. Specifically, the institute provided an opportunity for participants to exchange ideas and common concerns and to establish an informal network of researchers interested in APA education. Lectures, seminars, and workshops were offered at the 12-day institute, which was held at the University of Hawaii in Hilo from July 9 to 16, 1981, and at the Kamehameha Schools in Honolulu from July 17 to 24. There were 35 participants. The following seminars were offered: qualitative research methods; quantitative methods in educational research; educational research issues on Asian and Pacific Americans; grantsmanship; language assessment; social policy analysis and educational research on Asian and Pacific Americans; and research and evaluation in multicultural education. Evaluation data were collected through questionnaires. The overall evaluation of the institute was very good and the institute's objectives were accomplished. The appendices contain a news release, application brochure, schedule of events, and the complete evaluation report. (Author/RM)

ED 221 130 HE 015 478

Pascarella, Ernest T.
Validation of a Theoretical Model of College Dropouts.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-May 82
Grant-NIE-G-81-0057
Note-78p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Aspiration, Academic Persistence, *College Freshmen, *Commuter Colleges, Comparative Analysis, Dropout Attitudes, *Dropouts, Higher Education, *Institutional Characteristics, Liberal Arts, Models, Occupational Aspiration, On Campus Students, Private Colleges, *Residential Colleges, Social Adjustment, Student Adjustment, *Student Attrition, Student College Relationship, Student Participation, Two Year Colleges, Universities, Withdrawal (Education)
Identifiers-*Tinto (V)

The extent to which Tinto's model of college withdrawal has predictive validity in different types of postsecondary institutions was tested during the 1978-79 and 1979-80 academic years. Secondary analyses were conducted on a sample of 2,326 freshman students from 11 diverse institutions participating in project CHOICE (to better inform prospective students). The schools were residential universities, private liberal arts colleges, two-year commuter colleges, and four-year commuter institutions. The various measures of Tinto's concepts of social and academic involvement did explain modest but significant increments in the variance in freshman year voluntary persistence/withdrawal decisions, even when an extensive range of student background characteristics were considered. A number of measures of institutional involvement such as residence arrangement and participation in career counseling programs had direct positive effects on persistence and are amenable to administrative policies and planning. The relationships among the constructs of social/academic involvement, institutional commitment, and commitment to the goal of graduation and persistence were marked by more consistency with theoretical expectations in the residential and liberal art samples than in the two- or four-year commuter samples. The concept of social involvement had little salience for commuter students. Additional findings suggest that institutional persistence/withdrawal decisions during the freshman year are the result of a complex interaction of different influences. Appended materials include a bibliography, statistical tables of the findings, and a student involvement questionnaire. (Author/SW)

ED 221 282 PS 013 052

Volcani, Yanon And Others
Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions.
Pub Date-Aug 82
Note-31p.; Filmed from best available copy. Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), *Aggression, *Child Rearing, Children, Elementary Education, Elementary School Students, *Males, *Parent Attitudes, Parent Influence, *Pretend Play, Projective Measures, Questionnaires
Identifiers-Lowenfeld World View Technique, Psychosocial Development

Children's fantasy play as elicited by the Sandtray Technique (Lowenfeld Word View Technique) was measured on various structural and process dimensions theoretically related to psychosocial functioning. The association between these fantasy dimensions and parents' perceptions of their own caregiving behaviors was also examined. Ten Caucasian boys, ages 7 to 9 and living in upper-middle class two-parent families, participated in the study, along with their parents. After being informed that he or she would be videotaped, each child was shown the Sandtray objects and instructed to build whatever he or she would like with the toys. Videotapes of the sessions were then analyzed for the presence or absence of nine dimensions of fantasy play that best discriminated high and low psychosocial functioning in children: benevolence, adequacy, assertion, construction, dominance, propensity for imagination, aggression, dependence, and submission. Parents' perceptions of their caregiver behaviors were assessed using the Child Reaching Concerns and Practices Inventory and a revised version of Schaeffer's (1965) Children's Report of Parental Behavior Inventory. Results revealed that the children's play was predominantly characterized by aggression. Several relationships were found between the children's Sandtray constructions and parental perceptions of their own caregiving behaviors. For example, mothers' reports of fostering autonomy were positively related to children's dominance and assertion fantasy behaviors. Copies of the measures used throughout the study are appended. (Author/MP)

ED 221 341 SE 035 011

Keer, Donald R., Jr. And Others

Transformational Geometry. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14616-9
Pub Date-76
Grant-NSF-GY-9293
Note-139p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Geometric Concepts, Geometry, Higher Education, Instructional Materials, Learning Activities, Mathematics Instruction, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, *Transformations (Mathematics), Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program, *Transformational Geometry

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to geometry in the elementary school. In addition to an introduction to the unit and an overview, the text has sections on rigid projective and topological transformations. Transformations. (MP)

ED 221 461 SP 020 504

Treadway, Linda

Developing Objective Criteria for Evaluating Student Athletic Trainers.

Pub Date-82

Note-3p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Athletics, Clinical Experience, *Educational Objectives, *Evaluation Criteria, Evaluation Methods, Higher Education, *Professional Education, *Student Evaluation, *Trainers

Identifiers-*Athletic Trainers, Central Michigan University

In devising a form for the evaluation of students preparing to become athletic trainers, it is helpful to have a checklist in which objectives and behavioral responses are organized into categories, such as prevention of injury, first aid, emergency care, treatment, rehabilitation, and taping and wrapping. It is also important to have records and evaluations of students' personal conduct and professional development. (JD)

ED 221 505 SP 020 990

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).

Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-33p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.50; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cubans, *Females, Filmstrips, *Hispanic Americans, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, Postsecondary Education, Puerto Ricans, *Racial Bias, Secondary Education, *Sex Bias, Sex Role, Staff Development, *Stereotypes, Womens Studies
Identifiers-Chicanas

This document is one of five filmstrip users' guides that can be used to increase understanding of minority women in the United States by supplying basic information on their histories, current concerns, myths, and misleading stereotypes. The guide was designed to be used with a filmstrip entitled La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality)'' and to help teachers of secondary and postsecondary students to integrate ethnic group information into existing curricula. The focus of the guide and filmstrip is on three groups of Hispanic women: Chicanas, Cubanas, and Puertorriquenas. A discussion guide presents four objectives, discussion questions and topics, and references to sources of additional information. A filmstrip script is provided, containing narration for the 69-frame filmstrip. Three charts supply education and employment statistics for Hispanic women. A teacher developed 5-day lesson plan for seventh through ninth grade students is included, which uses the five filmstrips in the series to explore the roles of minority women. An essay, on the historical background, stereotypes and myths, economic situation, and current and future concerns of Hispanic women, is appended. (FG)

ED 221 582 TM 820 612

Zafirau, S. James

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.

Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.

Pub Date-Oct 81

Note-35p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, *Compensatory Education, Federal Programs, Intermediate Grades, Program Administration, Program Effectiveness, *Program Evaluation, *Reading Comprehension, Reading Diagnosis, *Remedial Programs

Identifiers-Cleveland Public Schools OH, Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title I, *Reading Strategies, Stanford Diagnostic Reading Test

The Reading Strategy Project is designed for intermediate grade students who need assistance in the mastery of basic reading skills. The available data demonstrated that the Title I treatment group enhanced their average reading comprehension scores significantly. The gain exceeded the project objective of four normal curve equivalent points. The advisability of having distinct, alternate criteria for program admission; the large number of pupil scores which were unavailable or excluded from these analyses; and the effects of these factors on generalizing data-based conclusions to the program as a whole is subject to question. Recommendations were made by the Cleveland (Ohio) Public Schools Department of Research, Development, and Evaluation to include the use of one consistent measure or operational definition as a criterion for program qualification and exclusion of students who pre-tested as above average'' on standardized reading comprehension tests. A comparison group for the attitude survey to distinguish unique program effect from normal fall to spring attitude changes would be desirable. The study recommended a re-examination of policies resulting in unanticipated outcomes consequent to emphasis on reading comprehension. Continuing reassessment of the relative effectiveness of the Multi-Modality component when compared to the regular Reading Strategy program was suggested. (DWH)

ED 221 621 UD 022 514

Metz, Mary Haywood

Magnet Schools in Their Organizational Environment. Final Report.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-28 May 82
Grant-NIE-G-79-0017
Note-301p.; For related document see ED 210 400. Project Number 8-0640.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Academic Achievement, Academically Gifted, Administrator Characteristics, Community Attitudes, Community Involvement, Comparative Analysis, Desegregation Effects, Desegregation Plans, Educational Environment, Educational Innovation, Elementary Secondary Education, Ethnography, Institutional Characteristics, Intermediate Grades, Interpersonal Relationship, Junior High Schools, *Magnet Schools, Middle Schools, Open Education, *Organizational Climate, *Political Influences, Racial Relations, *School Desegregation, *School Organization, School Policy, Student Attitudes, Teaching Methods, *Voluntary Desegregation
Identifiers-Individually Guided Education

Three magnet middle schools which were established as part of a voluntary desegregation plan in a school system in a large, American city are described in this report. The schools are examined as organizations that differed in their innovative educational approaches to bring about desegregation. One school offered a system of open education, in which students planned their own daily programs of activities in consultation with their teachers, and implemented these programs individually. The second school provided Individually Guided Instruction (IGE), which involved breaking the school population down into units, each with a common group of teachers, to create smaller social contexts within the whole school environment. The third school emphasized education for the gifted and talented, and was distinctive more for the character of its students than for any special teaching approach. The report focuses on the historical and political context within which the schools developed; the educational patterns that each school employed; organizational processes (such as leadership styles, school history, student composition, and interpersonal relationships) through which each school developed a distinctive character; and the effects that the schools had on interpersonal/interracial relationships and on attitudes toward school. Concluding observations about organizational processes in schools in general and in magnet schools in particular are presented. (Author/MJL)

ED 221 262 PS 012 806

Saville-Troike, M. And Others

Communicative Tactics in Children's Second Language Acquisition.

Pub Date-Mar 82

Note-27p.; Paper presented at the University of Wisconsin Symposium on Universals of Second Language Acquisition (Milwaukee, WI, March 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Communication, Classroom Research, Elementary Education, *Elementary School Students, *English (Second Language), Ethnography, *Language Patterns, *Language Usage, Nonverbal Communication, *Second Language Learning, Verbal Communication, Videotape Recordings

Identifiers-Speech Acts

The development and use of verbal and nonverbal communication by children in the early stages of second language acquisition were investigated in a natural setting. Twenty young speakers of Japanese, Korean, Hebrew, Spanish, Icelandic, and Polish, enrolled in a multilingual program and ranging in age from 7 to 12 years, served as subjects. All of the children knew very little or no English, were literate in their native languages, and had well-educated parents. For instructional purposes, the children were divided into two groups according to age and maturity level during 30-minute daily periods for the instruction of English as a second language. Videotapes of these sessions were made once a week throughout the 1981-1982 school year, and audiotapes were made of the first 10 minutes of two other sessions each week. Additional observations and recordings were also conducted. Videotapes were scripted and checked by four researchers; all communicative acts in each sequence were then coded for inferred speaker intent, according to a system adapted from Dore (1978). Results describing sequences of events, communicative functions and forms, conversations, and narratives are discussed. (Findings were derived from a total of 8 hours of videotaping.) It is concluded that the narrative and conversational patterns children select appear to be systematically related to their success in learning English. (RH)

ED 221 383 SE 039 186

Close, Gillian Susan

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.

Polytechnic of the South Bank, London (England).
Pub Date-Jun 82
Note-235p.; M.S. Thesis, Polytechnic of the South Bank.
Available from-Department of Mathematical Sciences, Polytechnic of the South Bank, Borough Road, London, SE10AA, UK (2 pounds).
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Research, Elementary Secondary Education, *Geometric Concepts, Geometry, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement
Identifiers-*Geometric Constructions, *Mathematics Education Research, Protractors

Pupils' understanding of angle is investigated. Areas of difficulty and misconceptions are highlighted with a view to recommending improvements in the presentation of angle in primary school and remedial work to overcome problems in secondary school. The material opens with a historical and mathematical background and a brief review of research. Presented next is a survey of primary work and an analysis of the angle content of five major tests. This is followed by details of the following research of the secondary level: (1) the administration and analysis of a test on angle concepts and an examination on angle measurement; (2) a comparison of the effectiveness of two types of protractors; and (3) a presentation of nine transcripts of interviews which probed pupil understanding, along with an analysis of each presented transcript. It is felt that the findings support a number of practical recommendations for instructional improvement. Among these are findings which are thought to show clearly the advantages of full rotatable protractors over conventional half protractors in both pupil concept formation and in measurement. The document concludes with an appendix of angle worksheets. (MP)

ED 221 402 SE 039 214

Carnegie, John W.
Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Aug 81
Grant-EPA-900953010
Note-34p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, Sludge, Solid Wastes, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Turbidity

Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) standardize a nephelometric turbidimeter; (2) determine the turbidity of a sample; and (3) calculate turbidity for tests requiring sample dilution. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, list of Environmental Protection Agency (EPA) approved nephelometric turbidimeters, sample problem, laboratory procedures for the nephelometric method of measuring turbidity, and worksheet. (Author/JN)

ED 221 486 SP 020 954

Chapman, Shirley Parsons, Jim

Metaphors of Change and Models of Inservice.

Pub Date- 82
Note-59p.; Figures may not reproduce well due to small print.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Agents, *Educational Change, Educational Innovation, Educational Research, Elementary Secondary Education, *Inservice Teacher Education, Interaction, *Metaphors, Models, *Problem Solving, *Program Design, *Program Implementation

Metaphors influence, in many ways, methods and ways of thinking, including the planning and implementation of inservice teacher education programs. Inservice programs are often not considered successful; writers, developers, producers, and potential adopters of the programs should become aware of their metaphoric stance. Three metaphors commonly found in society are the technological, political, and cultural metaphors, which can be applied to three dominant models (research development and diffusion, problem solving, and social interaction) that are part of the implementation stage of educational innovation. The technological metaphor views the world through the dynamics of industrial change. The political metaphor contends that conflict, competition, compromise, and negotiations are the basis for change. The relationships of the individual to society and other people form the basis of the cultural metaphor. Each of the three inservice models illuminate one perspective of the innovation process. The research development and diffusion model assumes that solving problems is primarily a matter of attention, applications, and money. The problem solving model is built around the user of the inservice program with the assumption that the program will satisfy identified needs. The social interaction model stresses the importance of interpersonal networks of information, opinion leadership, personal contact, and social integration. Knowing the advantages and problems of each of these models, as they reflect the metaphorical concepts that form their philosophic base, will help to improve the planning and implementation of inservice teacher education programs. (JD)

ED 221 524 SP 021 063

Denton, Jon J. Morris, Geneva W.

A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction.

Texas A and M Univ., College Station. Coll. of Education.
Pub Date- 82
Grant-OUR-TAMU-15350-1000
Note-34p.; Prepared in the Instructional Research Laboratory. Small print in last seven pages
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Classroom Techniques, Competency Based Teacher Education, *Data Collection, Educational Diagnosis, Evaluation Criteria, Higher Education, Instructional Design, *Instructional Systems, *Preservice Teacher Education, Student Teachers, *Student Teaching, Teaching Skills

A research program has been initiated at Texas A&M University College of Education to collect, analyze, and interpret data from a diagnostic prescriptive teacher preparation program. The project was undertaken to create a substantial data file containing multiple measures of learner attainment information that will provide alternatives for modeling teacher preparation effects through regression analysis. The program is a competency based program for secondary level teachers that conceptualizes teaching as a series of events requiring five distinct sets of instructional skills: (1) specifying performance objectives; (2) diagnosing learners; (3) selecting instructional strategies; (4) interacting with learners; and (5) evaluating the effectiveness of instruction. Information from 82 secondary level student teachers and 9,001 learners taught by the student teachers comprised the sample for the data base. The student teachers were supervised by five university supervisors over the course of five semesters. A variety of scales and criterion-referenced instruments were used to gather information from the student teachers and the university supervisors. A set of 452 variables were obtained which permit the individual pupil of the student teacher to be the unit of analysis. Tables provide statistical summaries of classroom observation ratings, weekly morale ratings for student teachers, and performances of individual learners. The data sets are reproduced in the appendix. (JD)

ED 221 562 TM 820 584

Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Nov 81
Note-112p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Tests, *Basic Skills, Educational Policy, Elementary Secondary Education, Item Analysis, Policy Formation, State Boards of Education, State Programs, Statewide Planning, *Test Construction, Testing Programs, Test Items, Test Reliability
Identifiers-*Basic Skills Improvement Policy (Massachusetts), *Test Manuals

This manual is presented to assist local districts in complying with the requirements of the Massachusetts Policy on Basic Skills Improvement, whose principal goal is to help students master basic skills prior to high school graduation. The policy requires schools to evaluate student achievement in the basic skills at least once during the early elementary, later elementary and secondary levels. This manual is designed to provide an overview of the test development process for those districts that plan to develop their own achievement tests at one or more of these levels. The standards and procedures adopted in this manual are based on criteria established by the Massachusetts Department of Education in the areas of content, bias, item quality, and technical quality for the approval of secondary level basic skills tests. These criteria appear in the form of checklists in appendices A-D of this manual. The sections of this manual include: deciding whether to develop a test; identifying basic skills objectives; obtaining items; reviewing items; field testing; constructing test forms; obtaining statistics for test forms; writing a technical manual; obtaining state approval; and a bibliography. (Author/PN)

ED 221 602 TM 820 644

Wagoner, Valerie J.
Duval County Follow Through Final Evaluation Report, 1981-1982.
Duval County Schools, Jacksonville, Fla.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-52p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Community Involvement, Community Services, *Early Childhood Education, Educational Needs, *Parent Participation, *Program Descriptions, *Program Evaluation, Student Development

Identifiers-*Duval County School Board FL, Parent Education Follow through Program, *Project Follow Through

Follow Through is an early childhood program (kindergarten through third grade) established in 1967. The intent of the program is to sustain and expand on the gains made by children in Head Start or similar preschool programs. It is an educational program with a strong emphasis on community and parental involvement, as well as comprehensive services designed to meet the total needs of each child. The uniqueness of the program lies in its basic philosophy that a child's education is not limited to the school classroom but is related to many factors in a child's life. Based on the Parent Education Follow Through Model sponsored by the University of North Carolina at Chapel Hill, the Jacksonville program is located in 5 school sites (21 classrooms) and services approximately 550 children and their families. The components of the project include (1) administration, (2) instructional activities, (3) parent activities, (4) medical/dental services and health education, (5) nutrition, (6) social services, (7) psychological services, (8) staff and career development, and (9) evaluation. Result charts for the principal, teacher, parent educator, and parent surveys are included. (Author/PN)

ED 221 639 UD 022 534

Nogueras, Juan A. Prewitt-Diaz, Joseph O.

The Remigration of the Puerto Rican Student as a Factor in School Adjustment.

Pub Date- 80

Note-12p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Bilingual Education, Bilingual Education Programs, Economic Factors, Elementary Secondary Education, *Migrant Youth, Migration, *Puerto Ricans, *Student Characteristics, *Student Mobility, *Transfer Students

Identifiers-*Puerto Rico

The growing number of Puerto Rican return migrants (those who return to Puerto Rico after having lived in the United States mainland for several years) face sociological, psychological, and linguistic and social adaptation problems. To meet these students' linguistic needs, the Puerto Rican Department of Education has developed several bilingual education programs. Some studies indicate that, compared to non-migrant students, return migrant students are more poorly adjusted to school, lack confidence, feel inferior, have low self-esteem, and are often described by teachers as low achievers, troublemakers, aggressive, undisciplined, disrespectful, lacking identity, and unable to speak either English or Spanish well. However, some teachers believe that return migrants will react positively when they feel that teachers and their non-migrant peers are trying to understand them. The problem of the return migrant student should be regarded not only as a linguistic problem, but also as one of adjustment to two cultures. (Author/MJL)

ED 221 114 HE 015 457

Harris, Louis

Corporate, Campus Agenda: Restoring Public Confidence.

Business-Higher Education Forum, Washington, D.C.
Pub Date-25 Jun 82
Note-15p.; Address presented to the Business-Higher Education Forum (Washington, DC, June 25, 1982).
Available from-Business-Higher Education Forum, One Dupont Circle, Suite 800, Washington, DC 20036.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Business Responsibility, *College Role, Economic Factors, *Engineering, Higher Education, Leadership Responsibility, Public Opinion, *Research Needs, *School Business Relationship, Sciences, *Scientific Research, *Technology

Concerns of the academic and business communities regarding science and technology in the United States are addressed. The Harris Poll found that there are signs that American people are viewing science as a more positive force than ever before. A majority is convinced that even if it brings no immediate benefits, scientific research, which advances the frontiers of knowledge, is a necessary human endeavor worth supporting. A plurality of the public agree that colleges and universities have fallen far behind in their ability to conduct basic scientific research and to properly train young scientists and engineers. As for the scientific reputation of universities, 12 percent of the public felt the federal government had the most creative atmosphere for scientific research, 22 percent said industry, 27 percent mentioned foundations, and 41 percent singled out universities. It is suggested that a poor job has been done in arousing and awakening the American people or the Congress to the urgency of restoring the basic teaching and research capability in science and engineering on college campuses. It is proposed that business become heavily involved in upgrading universities' capacity to teach and conduct basic research. On the other hand, universities need to reconstruct their research and teaching capability in science and engineering. Perspectives on the economy and the public's perspectives regarding business are also considered. (SW)

ED 221 166 IR 010 337

McMillan, Pat

Research in Education: A Guide to Selected Research Reference Sources.

Northern Illinois Univ., DeKalb. Libraries.
Pub Date-Aug 80
Note-96p.; Some examples may not reproduce due to small type size.
Pub Type- Reference Materials - Bibliographies (131) -
Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies, Books, *Educational Research, *Educational Resources, Government Publications, Indexes, *Information Sources, Interlibrary Loans, Periodicals, *Reference Materials, Scholarly Journals, Search Strategies, Statistical Data, Tests
Identifiers-ERIC, Style Manuals

Contained in this comprehensive resource guide are listings for the various types of information sources providing access to educational research, including: (1) basic guides; (2) encyclopedias, dictionaries, and research reviews; (3) selected research books; (4) guides to doctoral dissertations and masters theses; (5) Dissertation Abstracts International; (6) periodical indexes, abstracts, and directories; (7) research journals; (8) Social Science Citation Index; (9) Educational Resources Information Center (ERIC); (10) statistical sources; (11) government education publications; (12) test sources; (13) interlibrary loans; (14) search strategies; and (15) style manuals. Entries in each of the sections are arranged alphabetically and annotated, and each section contains a short test on the use of the resources it lists. Appended to the guide are a list of approaches to research topics in education, a set of guidelines for narrowing research topics, and an outline of steps in library research, a diagram of possible search strategies, and a listing of the Library of Congress classification scheme for the field of education. (JL)

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.

George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-79-0013
Note-49p.
Pub Type- Guides - General (050) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Agency Cooperation, *Classification, *Databases, Federal Programs, Information Retrieval, Information Systems, Online Systems, *Public Agencies, Research Reports, Search Strategies, *Young Children
Identifiers-*Interagency Research Information System

This manual introduces the Interagency Research Information System (IRIS), a database dealing with federally-sponsored research and development efforts relating to children and youth, and outlines the general uses of the IRIS database. The classification for the subject description of materials covered by the database is described and the classification scheme is presented, along with the numeric codes affiliated with the classification categories that are used in searching the IRIS file online. The general categories of information provided include general project information (e.g., funding, duration, scope, and sample size), targeted research population (by age, sex, ethnicity, socioeconomic status, and location), kind of research, focus of research, areas of research, and findings. (JL)

ED 221 207 IR 010 382

Borchardt, D. H., Ed. Thawley, John, Ed.

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.

National Library of Australia, Canberra.
Report No.-ISBN-0-642-99218-5
Pub Date-81
Note-231p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($0.75).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bibliographies, *Cataloging, Databases, Discographies, Foreign Countries, Government Publications, Indexes, Intellectual Disciplines, *Library Cooperation, *National Libraries, Nonprint Media, Online Systems, Standards, Union Catalogs
Identifiers-*Australia, *National Bibliographies

As organized by the Working Party on Bibliography of the Australian Advisory Council on Bibliographical Services, this conference brings together librarians and bibliographers to examine Australian national requirements for bibliographic services and control. Seven conference sessions provide discussions of the Australian National Bibliography (ANB) (J. Flesch), Australian government publications (A. E. Miller), Australian indexing services (D. Abbott), nonbook materials including maps and music (J. Wells, H. Sugden, and G. Stecher), national union catalogs (N. Stockdale), retrospective national bibliography (P. Fanning), and gaps in Australian subject bibliography (D. H. Borchardt). Each session as presented in this proceedings includes a paper with recommendations for improvement of the service in question, introductory remarks made at the conference by the author of the paper, a prepared response by another conference participant, and the more significant comments on the paper as they emerged from edited versions of the tape-recorded discussions. A summary of all the recommendations made in the course of the conference, an explanation of abbreviations used throughout the proceedings, a name and title index, and a list of conference participants are attached. (ESR)

ED 221 226 IR 050 007

Copeland, Nora S., Comp. And Others

Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual.

Colorado State Univ., Ft. Collins. Libraries.

Spons Agency-Department of Education, Washington, DC.

Pub Date-82

Grant-G007803538

Note-175p.; Best copy available.

Pub Type- Guides - General (050) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Cataloging, Check Lists, Classification, Data Collection, Flow Charts, *Government Publications, Guidelines, Library Technical Processes, *Subject Index Terms, Worksheets

Identifiers-Anglo American Cataloging Rules, Authority Files, Library of Congress Subject Headings, MARC, National Union Catalog, OCLC, Superintendent of Documents Classification

This loose-leaf manual was compiled during a cataloging and indexing project which covered government publications issued primarily by regional offices, field offices, federal-state organizations, quasi-official agencies, or non-governmental institutions producing federally funded reports. Processing of these publications utilizes the National Union Catalog; Anglo American Cataloging Rules, 2nd edition; Library of Congress Subject Headings; Superintendent of Documents (SuDoc) classification numbers; and the OCLC online cataloging system. Check lists and charts delineating workflow, searching and cataloging procedures for the project, and a brief discussion of the establishment and maintenance of a name authority file are presented. The major part of the manual consists of a series of memos created throughout the life of the project in order to instruct project members in correct policies and procedures. The memos are divided into sections comprising fixed field memos for 1979/80 and descriptive or subject cataloging memos for 1979/80 and January to September 1981. Fixed field memos are in numerical order by field, while cataloging memos are in alphabetical order by subject of memo. A memo number and date of issuance are provided on each document. The manual concludes with sample workforms used in the processing of publications and collecting project statistics. (ESR)

ED 221 244 JC 820 437

Humanities and the Art of Being.

Washington State Board for Community Coll. Education, Olympia.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Sep 82
Note-291p.; Developed by the Washington State Community College Humanities Project.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-College Curriculum, Community Colleges, Curriculum Development, *Educational Benefits, Educational Objectives, Grantsmanship, *Humanities, Interdisciplinary Approach, *Liberal Arts, *State Programs, Two Year Colleges
Identifiers-*Washington, *Washington State Comm Coll Humanities Project

This collection of materials examines and advocates the role of the humanities in society. First, the importance of advocacy in explaining the significance of the humanities is underscored, and the purpose and content of the collection are outlined. Next, the mission of the humanities in helping people understand their options and develop their creative and intuitive faculties is discussed. The next section offers a variety of articles and essays about the humanities; its definitions; ways of bridging the gap between the humanities and science and business; the place of liberal arts in the community college; and the future of the humanities. The next section includes the results of interviews on the role of the humanities in personal development, enrichment, and the marketplace. Information on the Washington State Community College Humanities Project is then provided, covering meetings, campus projects, orientation workshops, the role of advisory councils and the Center for the Study of Community Colleges, project personnel, and publications. The final section discusses grant-seeking, offering a perspective on the scope of philanthropy, a case study of the Project's grant proposal, and reference materials. Appendices include a sample letter requesting an interview, interview questions, campus Project information, a list of Project participants by activity, and addresses of Washington community colleges. (HB)

ED 221 303 PS 013 080

Kindergarten in the 80's: Teachers Handbook.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

Pub Date- 81
Note-108p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Check Lists, *Class Organization, Classroom Environment, Flexible Scheduling, Guidelines, *Individual Characteristics, *Integrated Curriculum, *Kindergarten, Learning Activities, *Student Evaluation, *Teacher Role, Teaching Methods

Intended as a resource for administrators, teachers, parents, and those responsible for curriculum development, this guide identifies the elements of a kindergarten program which provides a productive learning experience for 5-year-old children. Four main elements are highlighted as prerequisites for an effective kindergarten program. First, the program should be based upon a firm understanding of the human growth, development, and learning principles. These principles include the knowledge that a child learns as a total person (emotionally, socially, and physically, as well as intellectually). Second, kindergarten programs need to be thoroughly planned and carefully organized, with flexibility as a deliberate part of the organization. A sufficient degree of flexibility will enable the day-to-day operations to be altered to allow for special needs and interests. Third, the teacher, as the single most important part of the learning environment, should have an understanding of child development, respect for and trust in children, and a willingness to affirm children's rights as individuals. Fourth, planning a challenging and comprehensive curriculum based on young children's developmental needs should be the most important part of the process in implementing the kindergarten program. Mathematics, science, language arts, and other disciplines should become interwoven so that they can become a natural part of the child and his or her world. Finally, the evaluation of the child's progress must be a daily concern of the teacher in order that appropriate activities can be provided. Specific guidelines, learning activities, and other supplementary materials are indicated for implementation of each of the above principles. (MP)

ED 221 322 RC 013 594

Miller, Hubert J.

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.

Pub Date-77

Note-93p.; For related documents, see ED 114 227-230.

Available from-The New Santander Press, P.O. Box 471, Edinburg, Texas 78539 ($3.00).

Pub Type- Guides - Classroom - Teacher (052) - Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Biographies, *Community Leaders, Cultural Interrelationships, *Culture Conflict, *Educational Change, Elementary Secondary Education, *Mexican American History, *Mexicans, *Political Attitudes, Political Influences, Revolution, Social History, Western Civilization

Identifiers-Mexico, *Vasconcelos (Jose)

Due to his dissatisfaction with the Diaz government, Jose Vasconcelos joined the revolutionary leader Francisco Madero, who along with other rebel leaders, brought an end to the Diaz regime in 1911. Vasconcelos shared the successes and misfortunes that followed Diaz's overthrow. When the Madero government came to an abrupt end in 1913, Vasconcelos went into exile which, with one brief interruption, continued until 1920. In the early 1920's, Vasconcelos was rector of the national university, and then under President Alvaro Obregon was minister of education. With the ascendancy of Plutarco Elias Calles to the presidency, Vasconcelos went into exile until 1929, when he became a candidate for the presidency. His subsequent defeat left him with a bitter memory and to his dying day he claimed he was unjustly deprived of the presidency. Again Vasconcelos went into exile until 1940 when he returned and lived in Mexico City until his death in 1959. Vasconcelo's most significant writings were done during his exile years. Intended as a teaching tool for teachers, this booklet aims to set forth the most salient features of Jose Vasconcelos' life. A 35-item bibliography provides additional sources of information and some films and filmstrips. (Author/NQA)

Prudent Practices for Handling Hazardous Chemicals in Laboratories.

National Academy of Sciences-National Research Council, Washington, D.C. Assembly of Mathematical and Physical Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-PRM-7916766
Note-291p.
Available from-National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reference Materials (130)
Document Not Available from EDRS.
Descriptors-Biology, *Chemistry, *College Science, Guidelines, Higher Education, *Laboratory Procedures, *Laboratory Safety, Occupational Safety and Health, Resource Materials, *Safety, Science Education, *Waste Disposal, Wastes
Identifiers-*Hazardous Materials

This guide recommends procedures for safe handling and disposal of hazardous substances, along with broad recommendations for developing comprehensive laboratory safety programs. Although specific information is provided, general principles which can be adapted to activities in any laboratory are emphasized. Section 1 focuses on procedures for working with chemicals in the laboratory including: (1) general recommendations for safe practices in laboratories; (2) procedures for working with substances posing hazards because of acute toxicity, chronic toxicity, or corrosiveness, for working with substances posing hazards because of flammability/explosibility, and for working with compressed gases; (3) known hazards of and specific precautions for selected chemicals; (4) protective apparel, safety equipment, emergency procedures, and first aid; (5) design requirements for and use of electrically powered laboratory apparatus; and (6) laboratory ventilation. Section 2 provides procedures for: (1) ordering/procurement of chemicals; (2) storing chemicals in storerooms/stockrooms; (3) distributing chemicals from stockrooms to laboratories; (4) storing chemicals in laboratories; (5) chemical disposal in laboratories; (6) special disposal problems in life science laboratories; and (7) disposal of waste materials from the institution. Evaluation of published epidemiological studies of chemists, recommendations for future studies, and threshold limit values for chemicals/physical agents in workroom air are provided in appendices. (JN)

ED 221 422　　SO 014 209

Canipe, Sharon W.
The Law-Focused Education Movement.
Pub Date-Jul 78
Note-74p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Citizenship Education, Educational History, Educational Needs, *Educational Objectives, *Educational Trends, Elementary Secondary Education, *Legal Education, Social Studies, *Teaching Methods

The history, rationale, strategies, and issues concerning legal education are discussed in six chapters. Chapter 1 outlines the history of citizenship education and identifies three divergent trends which result from the values of a democratic political community, the values of a segmented pluralistic society, and the pressures of worldwide modernization. Chapter 2 discusses the increased emphasis on law in the social studies curriculum and compares legal education to citizenship education. Chapter 3 analyzes two reasons for the current focus on legal education: the crisis of lawlessness in society and the crisis of dullness in traditional citizenship education. Chapter 4 identifies some law-focused projects, including the Law in American Society Foundation, the Constitutional Rights Foundation, the Street Law Project, and several statewide programs. Chapter 5 advocates using certain strategies and teaching methods, such as teaching about basic legal concepts (fairness, honesty, etc.); improving teaching about fundamental concepts of American law; developing an appreciation of the scope of the law; and investigating what legal institutions are really like. Chapter 6 categorizes issues concerning legal education into goals, what to teach, when to teach, the role of lawyers, and funding. An appendix lists materials for law-related programs according to type, content, and grade level. (KC)

ED 221 442 SO 014 277

Clark, Linda L.

The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-80

Grant-NIE-G-78-0236

Note-22p.

Pub Type- Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Catholic Schools, Comparative Education, *Content Analysis, Educational History, Educational Mobility, Educational Practices, Elementary Education, *Females, Males, Public Schools, *Sex Role, Social Attitudes, Social Mobility, *Textbook Content, Textbook Research

Identifiers-*France

A survey of textbooks used in French elementary schools during the Third Republic illustrates that period's attitudes toward female roles, social class, and religious differences. A sample of 126 public school books and 43 Catholic textbooks reveals that young students were presented the ideal of a woman content to remain inside an orderly household, devoting herself to husband and children. A wife contributed to the social order by keeping her husband happy at home, spending his money wisely, and reminding him, if he was so inclined, that work strikes were harmful to the family. Catholic texts rejected the possibility of divorce which the republic reintroduced in 1884. Both public and Catholic reading texts presented stories about heroes and heroines with whom young people could identify. Girls received messages of social immobility and were warned against trying to improve their status through marrying. Both sexes were taught the desirability of a stable society free from class warfare. The reasons for the emphasis on domestic duties for women lie in the realities of the republic: the rate of industrialization was less rapid than in other countries; working class unrest and militancy existed; and the low birth rate greatly disturbed political leaders. (KC)

ED 221 462 SP 020 505

Foster, Danny T.

Evaluating Student Clinical Performance.

Pub Date-82

Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Behavioral Objectives, *Clinical Experience, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Higher Education, Observation, Professional Education, Rating Scales, Student Behavior, *Student Evaluation, *Trainers

Identifiers-*Athletic Trainers, University of Iowa

When the University of Iowa's athletic training education department developed evaluation criteria and methods to be used with students, attention was paid to validity, consistency, observation, and behaviors. The observations of student behaviors reflect three types of learning outcomes important to clinical education: cognitive, psychomotor, and affective. Rating scales are used when a clinical supervisor evaluates student performance on scaled behavior or numerical categories. These scales cover broad ranges of student characteristics and permit judgments about the quality or quantity of behavior being observed. When using a series of items that describe student behaviors, a checklist is referred to. Anecdotal records permit the observer to describe positive or negative events. These descriptions allow specific focus to be placed on satisfactory or deficient areas. (JD)

ED 221 543 SP 021 114

Riley, Bob E.

Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation.

Pub Date-82
Note-55p.
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Conferences, Elementary Secondary Education, Evaluation Criteria, Inservice Teacher Education, *Interpersonal Communication, School Personnel, Staff Development, *Teacher Administrator Relationship, *Teacher Evaluation, Teacher Improvement, *Teacher Supervision

This handbook is designed to provide a basis for discussion or training sessions on teacher-administrator relationships. The first section of the handbook examines communication problems and describes effective and ineffective communication techniques. Discussion questions and guidelines for communication improvement are listed for administrators and teachers. Features of conferences that promote attitude and behavior change are discussed in the second section. Steps in conference planning and evaluation are suggested. The third section deals with observation techniques that can improve teacher evaluation skills. An outline is presented of a team approach to classroom observation, consisting of a cycle of preparation, observation, analysis, conference, and conference analysis. Observation guidelines and supervisor objectives are included. The fourth section examines the definition and procedures involved in teacher evaluation in terms of capabilities and need for improvement. Written for the evaluator, the essay describes the rationale and purposes of different kinds of evalaution methods. Bibliographies are appended to each section. (FG)

ED 221 342 SE 035 012

Kerr, Donald R., Jr. LeBlanc, John F.
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14618-5
Pub Date-76
Grant-NSF-GY-9293
Note-185p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Geometric Concepts, Geometry, Higher Education, Instructional Materials, Mathematical Concepts, Mathematics Instruction, *Preservice Teacher Education, *Problem Solving, Supplementary Reading Materials, *Teaching Guides, *Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to geometry in the elementary school. In addition to an introduction to the geometry units of the MMP and to the shapes unit itself, the student text presents an overview and sections on straight lines, triangles, circles, and verification. The instructor's manual parallels the pupil text and provides information on the content of the unit, timetable suggestions, major questions, rules for materials preparation, comments and suggested procedure, and answers for problems in the student document. (MP)

ED 221 506 SP 020 991

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.

Saint Paul Public Schools, Minn.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-30p.; For related documents, see SP 020 985-993.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($5.75; $56.00 for complete set of nine documents).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indians, American Indian Studies, *Females, Filmstrips, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, Postsecondary Education, *Racial Bias, Secondary Education, *Sex Bias, Sex Role, Staff Development, *Stereotypes, Womens Studies

This document is one of five filmstrip users' guides that can be used to increase understanding of minority women in the United States by supplying basic information on their histories, current concerns, myths, and misleading stereotypes. The guide was designed to be used with a filmstrip entitled American Indian Women'' and to help teachers of secondary and postsecondary students to integrate ethnic group information into existing curricula. The focus of the guide and filmstrip is on traditional and present day roles of American Indian women, as well as their current concerns. A discussion guide presents the four basic objectives of the program and suggests questions and discussion topics and reference materials. A filmstrip script contains narration for the 53-frame filmstrip. A teacher-developed 5-day lesson plan for seventh through ninth grade students is presented, using the five filmstrips in the series to explore the roles of minority group women. Appended is an essay on the historical background, stereotypes and myths, economics, and contemporary and future concerns of American Indian women. (FG)

ED 221 583 TM 820 614

Nimmer, Donald N. Shakiba-Nejad, Hadi

Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment.

Pub Date-23 Jun 82

Note-15p.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, *College Entrance Examinations, College Students, *Equivalency Tests, Postsecondary Education, Prediction, Predictive Validity, *Predictor Variables, Scores

Identifiers-*American College Testing Program, *College Level Examination Program

The study was conducted to provide formulae by which College-Level Examination Program (CLEP) General Examination scores may be predicted from scores earned on the American College Test (ACT) Assessment. Five basic areas of liberal arts achievement are measured by the CLEP General Examinations: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences and History. The ACT subtests measure similar achievement areas. The study was conducted in response to requests from students seeking prior information about their relative chances for success or passage on CLEP examinations. Formulae were developed for predicting CLEP General Examination scores from ACT Assessment data. The predicted CLEP scores, considered with standard errors of estimate, may be compared to institutional cut-off scores to determine an examinee's probability of success. This could assist an examinee in determining the advisability of investing time and money in the CLEP General Examinations. (DWH)

ED 221 131 HE 015 479

Berrian, Albert H., Ed. Bonas, John E., Ed.
Systemwide Student Tracking and Retention Programs. A Special Seminar.
Institute for Services to Education, Inc., Washington, D.C.
Pub Date-Nov 81
Note-96p.; Presentations from a seminar (November 13-14, 1981). Some tables may not reproduce well due to marginal legibility of original document. Sponsored by the Desegregation Support Center.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affirmative Action, *College Desegregation, College Freshmen, Desegregation Methods, *Developmental Studies Programs, Followup Studies, Higher Education, Information Needs, *Information Systems, *Longitudinal Studies, *School Holding Power, State Boards of Education, *Statewide Planning, Student Records, Teacher Role, Urban Universities
Identifiers-City University of New York, Florida, Oklahoma, Pennsylvania, Tennessee

Presentations at a seminar on systemwide tracking that grew out of efforts to promote implementation of South Carolina's desegregation plan are included. Two subjects were the focus: retention and the use of monitored developmental programs as a means of retention and of safeguarding quality. Essays include Systemwide Student Tracking'' (Delores Auzenne), which gives background on the use of tracking programs and procedures in the Florida system; Statewide Student Tracking'' (Larry Hayes), on the objectives and current status of tracking in Oklahoma; Improving Desegregation Planning and Higher Education in Tennessee: Student Information System (SIS), Retention and Progression'' (Michael Nettles), focusing on student data needs; Retention and Tracking: The Role of Faculty'' (Marie Jean Lederman) in the City University of New York system; Retention: A Follow-Up Study of Entering Freshmen at the City University of New York'' (Michael Ribaudo), which discusses a recently-undertaken tracking study of 33,000 students; and ACT 101: The State of Pennsylvania Higher Education Program for Disadvantaged Students'' (Conrad Jones) outlining a successful 10-year-old program, its evolution and evaluation. (MSE)

ED 221 147 HE 015 512

Benton, Sidney E.

Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-77-0073
Note-57p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50 nonmembers).
Pub Type- Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *College Instruction, Criterion Referenced Tests, Educational Research, *Evaluation Criteria, Evaluation Methods, Higher Education, *Research Methodology, Student Evaluation, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Validity

Studies on the criterion validity of student evaluation-of-instruction instruments are analyzed, and recommendations are offered for future research into student evaluation of instruction. The main problem, and probably the reason for the lack of validity studies, is that it is difficult to agree on what the criteria of effective teaching should be. One method of dealing with the problems of research in student evaluation-of-instruction instruments is to select a measurable definition of teaching effectiveness. Since the ultimate criterion of teaching effectiveness is student learning, there is general agreement that an appropriate and defensible criterion is the amount that students learn as measured by achievement examinations. Attention is directed to: studies incorporating achievement scores and random assignment; studies incorporating achievement scores adjusted for ability; studies incorporating achievement scores not adjusted for ability; and a meta-analysis of student ratings and student achievement. Studies using criterion measures in conjunction with achievement and studies using criterion measures other than achievement are also reviewed. Tables are presented to summarize the studies that examined the relationship of student ratings of instruction and criterion measures. Although parallel data were not reported in all the studies, the table shows the largest significant correlation reported in each study. These largest correlations are squared to indicate the proportion of variance shared by the criterion and the student ratings. The majority of the investigations reported significant positive correlations between student ratings of instruction and criterion measures of effective teaching; however, the correlation between the ratings and criteria were usually modest. A bibliography is appended. (SW)

ED 221 167 IR 010 338

Walter, Elizabeth M.

The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.

North Alabama Univ., Florence.
Pub Date-30 Apr 82
Note-58p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, Budgets, *College Libraries, Higher Education, Learning Resources Centers, Library Acquisition, *Library Collections, Library Cooperation, Library Expenditures, Library Facilities, Library Personnel, *Library Services, Library Surveys, Resource Allocation, *Self Evaluation (Groups), Use Studies
Identifiers-*University of North Alabama

This self-study provides an assessment of the mission, programs, and educational purposes of the University of North Alabama's Collier Library. An analysis of information related to the staffing, budget, resources, services, and institutional relationships of the library is provided, along with a detailed examination of Collier Library's ability to meet its objectives. The library staff is described, library expenditures for the fiscal years 1975-76 through 1979-80 are outlined, the expansion of the library's facilities is discussed, the extent and sufficiency of the library's resources are reviewed, the results of student and faculty evaluations of the library's resources are summarized, and the selection, acquisition, organization, and maintenance of the library's collections are evaluated. The role of Collier Library's Learning Resources Center is then outlined, and circulation, use, and acquisition data for the library are presented and discussed. Cooperation of Collier Library with other institutions is also described. A set of comparative data relating the performance of the Collier Library to that of other similar facilities and projections for the future of the library, along with a series of recommendations for the improvement of the library's facilities and services, conclude the report. Fifteen data tables and 15 figures accompany the text. (JL)

ED 221 263 PS 012 922

Landsberger, Betty H.

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.

Pub Date- 82
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Racial Differences, *Self Esteem, *Sex Differences, *Social Support Groups, Stress Variables, Surveys
Identifiers-*Health Status, National Center for Health Statistics

To locate possible causes for the gender and race differences observed in adolescent health status, an analysis was made of the relationship between the scores of a national sample of 12- to 17-year-old adolescents on selected items of the National Center for Health Statistics' Health Examination Survey. Thirty survey items indicating social support given to or received by an adolescent and nine items representing feelings of self-esteem were organized into seven separate scales and entered into a multiple regression analysis as independent variables. The six categories of support were infrastructure support (including details of the subject's residential area, birth order, family structure, and so on), and school, home behavior, home attitude, peer, and community supports. The self-esteem scale consisted of items requiring the subject to evaluate some personal characteristic or to estimate future accomplishments. A measure of health status, similarly constructed from items in the data set, was regarded as the dependent variable. Findings of the analysis are reported for the total survey population, as well as for race categories, gender groups, and race-gender groups. Results are discussed. (RH)

ED 221 283 PS 013 053

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-23 Feb 82

Note-501p.; Many pages in the original document contain small print size and may not reproduce well.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Day Care, Early Childhood Education, *Family Programs, *Federal Programs, Hearings, Parent Participation, *Political Issues, Position Papers, *Program Effectiveness, *Public Policy

Identifiers-Congress 97th, *Project Head Start, Reagan Administration

The Subcommittee on Human Resources was convened February 23, 1982 to review and discuss the Reagan administration's plans for Project Head Start, as presented in the controversial and widely disseminated policy paper entitled Head Start: Directions for the Next Three Years.'' Informally known as the Head Start Strategy Paper,'' the working paper, prepared by the Administration for Children, Youth and Families (ACYF), outlines objectives established for Head Start and the policy options and actions that could be used to reach those objectives. The five major objectives outlined in the strategy paper focus on enrollment, program quality, training and technical assistance, coordination with community groups, and program management and administration. Reported in this document is the discussion of these objectives and related topics by panels and individuals appearing before the subcommittee, including congressional representatives, Head Start project directors, child advocates, and federal administrators. Special attention is given to the proposal for converting parent and child centers to regular Head Start programs, and descriptions of the work of such centers are included in the text. Appended materials include the ACYF policy paper, related news articles, and many responses to the paper from parents, centers, legislators, agencies, and organizations urging support for Project Head Start, the Parent Child Program, and other affected programs. (RH)

ED 221 384 SE 039 187

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Mar 82
Grant-EPA-T-901366010
Note-298p.; For related documents see ED 182 111, ED 195 448-450, ED 199 076, ED 200 456, ED 209 104, ED 212 503, and SE 036 390.
Available from-EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Audiovisual Aids, Citizen Participation, Environmental Education, Indexes, Information Dissemination, *Instructional Materials, Pesticides, Postsecondary Education, Technology, Waste Disposal, *Waste Water, Water, Water Pollution, *Water Quality, *Water Resources, *Water Treatment
Identifiers-Hazardous Materials, *Water Supply

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials'' or IRIS Supplements I-VIII. (Author/JN)

ED 221 403 SE 039 216

LaHart, David E., Ed. Allen, Rodney, F., Ed.
Solar Economics: A Teacher's Guide.
Spons Agency-Florida Council for Economic Education, Tampa.
Pub Date-Sep 82
Note-118p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Consumer Economics, *Consumer Education, *Economics, Educational Objectives, Environmental Education, Merchandise Information, Secondary Education, *Social Studies, *Solar Radiation, Teaching Guides
Identifiers-*Energy Education, *Florida

Economics and energy are topics of interest to students and teachers alike. They both affect our daily lives, influence how we live and have significant impacts on how our children will live. Since economic education was mandated by the Florida legislature, many attempts have been made to integrate the free enterprise and consumer education objectives with the traditional content of the social studies curriculum. Solar Economics: A Teacher's Guide'' is a collection of instructional units (lessons) built around the state objectives using solar energy as a unifying theme. Objectives, materials needed, list of student activities and student handouts, worksheets, and/or readings are provided for each lesson. A list of free enterprise and consumer education objectives and a paper on solar energy in Florida are provided in appendices. Lesson topics include: competition; solar workers; labor force; consumer goods; energy scarcity/choice; energy resources; substitution; alternatives/substitutions in production; production factors; economics of small wind machines; technological progress; solar demand; supply/demand; consumer math; price/cost; comparison shopping; using Energy Guide labels for comparison shopping; shade trees as investments; solar investments; solar insurance; examining warranties; tax credits; government regulation; rational consumer behavior; comparing solar collectors; and how laws can affect a decision to make investment. (Author/JN)

ED 221 423 SO 014 216

Morrill, Richard L.
The Nature, Unity and Value of Geography.
Pub Date-Apr 82
Note-19p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Geography, *Geography Instruction, Higher Education, *Intellectual Disciplines, Occupations, Public Support

Why geography is essential and central to the mission of education at all levels and why the profession or occupation of geographers should become increasingly recognized are discussed. Some common complaints lodged against geography and ways to deal with these complaints are first examined. For example, it is often said that geography has inadequate standards and quality, as revealed in its courses, its training of graduate students, its papers at annual meetings, and in its leading journals. To meet this complaint, more rigorous standards must be imposed and greater self discipline on the part of geographers in meetings and journals must be exercised. The paper then goes on to discuss the nature of the discipline and what makes it special or unique. The justification for geography as a distinct discipline is made. First, modern geography is demonstrating that there are fundamental principles, and second, at a pedagogical level, geography can make a distinctive and essential contribution in its capacity to describe and analyze how diverse physical and human processes do interact to produce particular regional landscapes, cultures, and places. The two major roles of geography at all levels of education are then discussed: (1) to describe what and how much is where; and (2) to study how physical and human processes are conditioned by and in turn structure territory. The paper concludes with a discussion of the geographer in roles other than education. (RM)

ED 221 487 SP 020 959

Boston, Bedford D., Ed. And Others
Images of a Rural Teacher Center.
Southeast Idaho Teacher Center Consortium, Pocatello.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-82
Note-112p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Consortia, Cooperative Planning, *Delivery Systems, Elementary Secondary Education, Inservice Teacher Education, Linking Agents, *Program Development, Rural Areas, *Rural Education, *Staff Development, *Teacher Centers
Identifiers-*Southeast Idaho Teacher Center Consortium

This monograph provides an overview of the history and development of the Southeast Idaho Teacher Center Consortium (SITCC), which is, geographically, the largest rural teacher center in the country, serving 70 public and private school systems in an area of approximately 54,600 square miles. The monograph's first section presents an overview of the SITCC, including information on geography, population, goals, design, liaisons, training, planning councils, community resources, delivery systems, and funding. Other sections are written from several perspectives: those of the policy board, director, field agents, users, consultants, and linking agents. Individuals in each of these roles contributed information on their particular problems, decisions they were called upon to make, and solutions they found to difficulties they encountered. Many of the problems discussed in these sections were pointed out as unique because of the rural nature of the teacher center's setting and because of the distances between the members and SITCC headquarters. An appendix contains a data summary of the services delivered by the SITCC between 1979 and 1981 and includes information on workshops, inservice courses, technical assistance, demonstration lessons, needs assessments, and provision of resources, materials, and information. Other appendices present staff development documents, professional development team training comments, a map of the SITCC service regions, and a map of the SITCC client systems. (JD)

ED 221 563 TM 820 585

Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Jun 82

Note-48p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, Basic Skills, Elementary Secondary Education, Policy Formation, *Speech Evaluation, State Boards of Education, State Programs, *Test Bias, Test Construction, Testing Programs, *Test Reliability

Identifiers-*Basic Skills Improvement Policy (Massachusetts)

Since the approval of the Basic Skills Improvement Policy in 1978, the Massachusetts Department of Education has been developing tests and alternative forms for the assessment of student achievement in five basic skills content areas: reading, writing, mathematics, listening, and speaking. Because of the lack of previous research on which to draw in the assessment of speaking skills, the Department previously determined the method by which speaking assessment would be done, and had assessed a large sample of twelfth grade students around Massachusetts using this assessment procedure. This year's study was to investigate reliability and bias issues related to the instrument and to produce final materials for the training of raters to assess speaking. The results demonstrated that there is virtually no bias in the instrument or in the ratings. Raters of all ethnic groups and both sexes exhibited virtually the same pattern of ratings. The recommendation of the study is to finish this work by determining methods to minimize the cost and inconvenience of assessing speaking skills, and to produce a sufficient quantity of materials for use by all districts. Study results relating to rating differences and rater agreement, and statistics describing rater workshop performance in the field are appended. (Author/PN)

ED 221 622 UD 022 515

Genova, William J. And Others

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.

TDR Associates, Inc., Newton, Mass.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Dec 81

Contract-400-79-0076

Note-188p.; For other documents in this series, see UD 022 516-518.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Achievement, Attendance, Cultural Differences, Cultural Influences, Differences, *Educational Environment, *Ethnic Groups, Ethnography, Family Characteristics, *Family Environment, *Family School Relationship, Jews, Junior High Schools, Parent Student Relationship, *Perception, Portuguese Americans, Predictor Variables, Sex Differences, Social Development, Socioeconomic Status, Student Attitudes

Identifiers-Armenian Americans, Irish Americans, West Indians

This report describes a study on how perceptions of home climates, school climates, and interaction between the two factors might affect academic achievement and school related behavior among students of different racial/ethnic groups, sex, and socioeconomic background. The report summarizes procedures and results of the ethnographic phase, in which seventh graders from five ethnic groups (Portuguese American, Jewish American, Irish American, Armenian American, and West Indian American) were studied to determine perceptions of family organization, relationships, and family influence on personal development; and to explore subjects' perceptions of their school climates. Results of a survey among seventh and eighth graders from 10 ethnic/racial groups to elicit their ratings of 13 home climate factors and 13 school climate factors are also summarized. The findings include: (1) racial/ethnic group differences in home climate perceptions; (2) similar perceptions of home climates within ethnic groups; (3) different perceptions of school climates among students of the same ethnic/racial group attending different schools; (4) differences by race/ethnic group, class, sex, and school in absences, academic achievement, and teacher-assigned social ratings; (5) independent effects of school and home climates on school outcomes; and (6) varying but important effects of discrepancies in school and home climate perceptions on academic performance and behavior. Implications for improved educational practices are discussed. (Author/MJL)

ED 221 640 UD 022 536

Successful School Series.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning and Evaluation.
Pub Date-82
Note-70p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, *Administrator Characteristics, Basic Skills, Community Involvement, *Educational Environment, Elementary Education, Inservice Teacher Education, *Institutional Characteristics, Parent School Relationship, Public Schools, Reading Programs, *School Effectiveness, Secondary Education, Student Attitudes, Supplementary Education, Teacher Characteristics, *Teaching Methods
Identifiers-*New Jersey

Nine public schools in New Jersey, eight of which are in urban areas, are separately described as samples of schools with a high level of student achievement in the basic skills, and with demographic characteristics that are similar to those of schools with serious achievement problems. Eight elementary schools and one high school are included in this report. Each narrative report, written by an outside observer, describes the general school environment and focuses on elements characteristic of the school that are thought to be related to the school's success: the principal, his leadership characteristics and relations with teachers and students; teacher characteristics; educational programs and teaching approaches, especially in reading and the basic skills; staff support; extracurricular activities; and parent and community involvement in school activities. Summary profiles provided for each school present information on total and minority enrollment, average daily attendance rate, expense budget, and proportion of students who met minimum basic skills standards in 1981. Also included are lists of the staff of each school. (MJL)

ED 221 188 IR 010 359

Anderson, Karen And Others

CSU Standard for the CLSI Expanded Title Record.

California State Univ., Northridge.

Pub Date-Jun 82

Note-19p.; For related document, see ED 200 248.

Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, *Cataloging, Higher Education, *Library Automation, *Library Catalogs, *Online Systems, *Specifications, Standards

Identifiers-*California State University and Colleges, Public Access Catalog

The revised system specifications described in this document were adopted by the 19 California State University and College (CSUC) libraries for a second test version of the CLSI Expanded Title Record'' public access online catalog at California State University at Chico. Should this pilot demonstration of the data format prove successful, it is expected that implementation of the CLSI public access system at all CSUC campus libraries will follow. The specifications,

which assume machine-readable bibliographic input through OCLC archival tapes or LC-MARC compatible formats, are designed to accept and process all OCLC formats and their revisions, including those necessary for compatibility with Anglo American Cataloging Rules, 2nd edition. Included in the document are a list of all variable length data fields, a table in which variable field contents are described, a set of general and specific rules regarding variable field contents, and a description of fixed length field contents. An algorithm for constructing derived author/title keys is described in an appendix. (Author/JL)

ED 221 463 SP 020 506

Vosler, Skip

Evaluating Student Athletic Trainers with Objective Criteria.

Pub Date-82

Note-2p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Clinical Experience, *Evaluation Criteria, *Evaluation Methods, Feedback, Higher Education, Professional Education, *Student Evaluation, *Trainers

Identifiers-*Athletic Trainers, Ohio University

Evaluation of student athletic trainers is conducted quarterly at Ohio University (Athens). The upperclassmen, along with the head athletic trainer and his assistants, help evaluate the freshmen. The evaluation of the upperclassmen is completed by the senior student trainers and the head trainer. The seniors and juniors working with the coaches in their particular sport are graded in actual situations. The team physician helps in the evaluation of clinical experiences. (JD)

ED 221 525 SP 021 065

Johnson, Mary Lynn

Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date-Sep 82

Note-18p.; Prepared in the Instructional Research Laboratory.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Educational Objectives, Higher Education, Preservice Teacher Education, *Student Teachers, *Teacher Effectiveness, Teacher Evaluation, Teacher Influence

Research was conducted among 82 secondary level student teachers to determine whether teacher candidate effectiveness is related to learners' cognitive attainment levels. The quantitative difference in the number of objectives achieved by over 6,000 learners in 2 units taught by student teachers was examined over 5 semesters. The student teachers were supervised by 5 university supervisors and 57 classroom supervisors from 12 schools. Two rating scales were used by the university supervisors to rate the student teachers: an evaluation profile of instructional skills and a checklist for curriculum context. Student teachers completed two self-evaluation instruments and developed criterion-referenced tests to provide learner achievement data from their pupils. The findings indicated that there were no sizable differences in the percentage of objectives achieved across the two units taught by the student teachers. Tables are provided giving the percent of total objectives achieved by learners, the number of instructional periods used by student teachers for the two units, and the time devoted to teaching each unit. (JD)

ED 221 544 SP 021 128

Kirk, Edward L.

Follow-up Studies of Teacher Education Program Graduates.

Pub Date-Oct 82
Note-9p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accreditation (Institutions), *Graduate Surveys, Higher Education, Outcomes of Education, *Preservice Teacher Education, *Program Effectiveness, *Program Evaluation, School Effectiveness, *Schools of Education, *Teacher Education Programs, Teacher Evaluation
Identifiers-*National Council for Accreditation of Teacher Educ

In the introduction to this paper, a discussion is presented of the needs and values of conducting follow-up studies of graduates of teacher education programs. Information that should be revealed by a properly planned and executed follow-up study is listed. It is pointed out that an effective follow-up study should provide information helpful in answering questions concerning course effectiveness, the proper sequence of courses, factors relating to the achievement and success of graduates after entering the teaching profession, better methods of instruction, and the degree to which the stated objectives and competencies of the teacher education program are being realized. A summary of ten specific

reports submitted by institutions to the National Council for the Accreditation of Teacher (NCATE) is presented with observations or conclusions drawn from an examination which focused on evaluation, program review, and planning. Because questionnaires appear to be the most widely used technique for securing information about the effectiveness of teacher education programs, 15 suggestions are offered in connection with the use of questionnaires and with the use of follow-up studies in general. (JD)

ED 221 603 TM 820 645

Hoferek, Mary J.

Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators.

Pub Date-11 May 81

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Androgyny, Factor Analysis, *Factor Structure, *Measures (Individuals), *Physical Education Teachers, Sex Differences, *Sex Role, Sex Stereotypes

Identifiers-*Bem Sex Role Inventory, Varimax Procedures

A factor analysis, using the varimax rotated procedure, was conducted on Bem Sex-Role Inventory (BSRI) data from a random sampling of the national physical education organizations mailing list of physical education teachers. Of 458 potential respondents, 302 returned questionnaires, of which 298 complete questionnaires were used in the analysis. Means and standard deviations were computed and the analysis indicated (1) the BSRI scales may be multidimensional, (2) there are sex differences in the factor structure of the BSRI, (3) the feminine and masculine scales of the BSRI are independent, and (4) the factor structure found with the physical education population is similar to the factor structure found with other populations. The results suggest the revised BSRI may be a stronger instrument for subsequent sex-role research. (Author/PN)

ED 221 115 HE 015 458

Rutledge, Mark Haymes, Steven

Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.)

Pub Date-81

Note-15p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Churches, *College Students, Higher Education, *Religion, Religious Organizations, *Student Attitudes, Student Interests, *Student Participation

Identifiers-Campus Ministry, *University of New Mexico

Perceptions and attitudes of University of New Mexico (UNM) students regarding the university, their church, and the campus ministry were surveyed in fall 1981 through telephone interviews. All of the 40 students were affiliated with the United Methodist Church. Most students (82.5 percent) were members of some church, and most attended one or more times per month. Of these, nearly one-third were involved in church activities in addition to attendance at worship. Students seemed to participate far less in any campus extracurricular organized activities than they did in church. For example, only 30 percent reported involvement in any organized campus activities, and of these only 7.5 percent were involved in religious activities. Many students attended church for reasons of social habit or out of a need for some kind of group affiliation. Many of the students saw themselves as being quite religious. On a scale of 1-10, most students ranked themselves 5, and a strong majority (62.5 percent) ranked themselves 7 or above. However, they perceived other students as being less religious than they were. Forty-five percent reported that their church involvement had decreased since beginning college, mainly because of being busy with school. Students in the sample were largely freshmen and sophomores, half lived on campus, while only about 5 percent of UNM students overall live on campus. All of those reporting a change in their religious attitudes since beginning college indicate some change in a positive direction; they experienced a strengthening of religious attitude because of personal experiences, or they had become more tolerant of others. A sample questionnaire and responses and a newsletter article on the research are appended. (SW)

ED 221 208 IR 010 383

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.

National Library of Australia, Canberra.
Report No.-ISBN-0-642-99235-5
Pub Date-81

Note-122p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($7.00).
Pub Type- Guides - General (050) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Australian Literature, Foreign Countries, *Library Acquisition, *Library Collections, Library Cooperation, Library Guides, *Library Material Selection, *National Libraries, Nonprint Media, Position Papers, Publications, Realia
Identifiers-*Australia, *National Bibliographies

Based on its statutory duty to provide comprehensive holdings of library material relating to Australia and the Australian people, the National Library of Australia outlines in this selection policy the directions in which its collections are to be developed. Following a policy summary and an extensive history of the National Library's collections, guidelines are presented which apply to all subsequent chapters of the selection policy, each dealing with a particular type of acquisition. Principles of collection are provided for both book acquisitions including subject coverage of Australiana, the humanities and the arts, science and technology, and the social sciences and nonbook acquisitions comprising manuscripts, maps, oral history materials, coins and medals, items of philatelic interest, other objects, films, music, sound recordings, and pictorial material. A discussion of the language of material to be acquired, a select list of guides to the collections of the National Library, and a list of institutions involved in consultation before purchase of expensive items are appended. (ESR)

ED 221 245 JC 820 438

McIntyre, Chuck

Fee Contingency Plan Background and Issues.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-15 Jul 82
Note-38p.; Report prepared as background for use by the Board of Governors' Special Committee on Fee Contingency Plan in its preliminary discussion (July 15, 1982).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Planning, *Community Colleges, Educational Change, Policy Formation, *Resource Allocation, *Statewide Planning, *Student Costs, *Student Financial Aid, *Tuition, Two Year Colleges
Identifiers-*California

This report presents a contingency plan recommended to the Board of Governors of California Community Colleges for the imposition of a statewide student charge policy for fiscal year 1983-84. Section A outlines the policy implications of the plan, the method by which it will be developed, staff implications, and the timing of the development of the plan. Section B presents the recommendations of the Postsecondary Education Commission for the development of a contingency plan for fees. Section C provides a glossary of terms commonly used when discussing tuition and fees. Section D discusses the policies for setting student charges and outlines different approaches involving costs, benefits, program objectives, student progress, student residence, practices elsewhere, and fiscal problems. Section E examines the implementation of charges, focusing on assessment techniques adopted, the uses to which fees can be put, the impact of alternative policies, and their effect on student financial aid. Section F discusses existing sources and levels of student financial aid and the outlook for 1983-84. Section G examines existing student fees and charges and the extent to which they fall below the amount which is legally permitted. Finally, section H discusses various trends in tax revenues, enrollments, and inflation which might necessitate the imposition of student charges. (HB)

ED 221 304 PS 013 081

Gardiner, Lyndsay

The Free Kindergarten Union of Victoria, 1908-80.

Australian Council for Educational Research, Hawthorn.
Report No.-ISBN-0-85563-244-5
Pub Date-82
Note-241p.
Available from-Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria 3122, Australia (no price quoted).
Pub Type- Books (010) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Action, Educational Administration, *Educational Development, Educational Finance, *Educational History, *Educational Innovation, Foreign Countries, Government Role, *Kindergarten, *Preschool Education, *Private Education, State Action
Identifiers-*Australia (Victoria)

The social history of the Free Kindergarten Union of the State of Victoria, Australia, from inception in 1908 to the year 1980 is recorded in this book. Growth of the union is described within the context of the World Wars, the Depression, and urbanization and industrialization. The story begins with volunteerism and philanthropy, and with four kindergartens attempting to meet the needs of impoverished children. By mid-century the union had become an influence on government and throughout society. Some of its ventures (the training of teachers, medical and dental inspection of preschool children, and funding of kindergartens and their staff) have become government functions. Peaking at 89 member kindergartens in 1975 and facing increasingly high costs, overdrafts, and lack of management experience in local parent committees, the union persisted in pioneering efforts by also venturing into the field of preschool education for migrant children. Within this account other situations unfold, such as the conflict between popular and inexpensive full-day childminding and the more expensive educationally oriented preschools. More than a general survey, this work gives numerous details, providing, for example, particulars indicating the impact on staff of John Bowlby's research and showing the positive influence of the ''Kindergarten of the Air'' radio program on parents' attitudes toward kindergarten. (RH)

ED 221 323 RC 013 595

Miller, Hubert J.
Jose de Escandon Colonizer of Nuevo Santander.
Pub Date-80
Note-54p.
Available from-The New Santander Press, P.O. Box 471, Edinburg, TX 78539 ($4.00).
Pub Type- Guides - Classroom - Teacher (052) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, Biographies, *Culture Conflict, Elementary Secondary Education, Government (Administrative Body), *Land Settlement, *Mexican American History, *Mexicans, Social History, *Western Civilization
Identifiers-*Escandon (Jose de), Mexico, Texas

Jose de Escandon's colonization work in the present Mexican state of Tamaulipas and the lower Rio Grande valley forms an essential part of the Spanish northern borderlands. Many of the land grants in the area, ranching, and some of the present day agricultural industries originated with the colonization projects initiated by Escandon, who proved himself a capable military leader, administrator, and business person by suppressing several Indian uprisings, by overseeing the missions in his district of Queretaro, and by his prosperous commercial ventures. These achievements led to his appointment in 1746 to head the pacification and settlement of the Seno Mexicano. In 1748 Escandon was chosen governor of Nuevo Santander. As governor Escandon established several settlements in the Seno Mexicano, thus securing the area against foreign threats. This booklet briefly reviews Jose de Escandon's life and accomplishments. Topics covered include: the Northern Spanish frontier, Indians in the Seno Mexicano, early entradas into Seno Mexicano, Escandon's early career, plans for the conquest of the Seno Mexicano, Escandon's appointment as colonizer, Escandon's entrada into the Seno Mexicano, settlement of Nuevo Santander, Jose Tienda de Cuervo Report, general visit of the 1767 Royal Commission, and the end of Escandon's governorship. An 18-item bibliography concludes the booklet. (NQA)

ED 221 343 SE 035 013

Kerr, Donald R., Jr. And Others

Measurement. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14620-7

Pub Date-76
Grant-NSF-GY-9293
Note-137p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Geometric Concepts, Higher Education, *Instructional Materials, Learning Activities, Mathematical Concepts, Mathematics Instruction, *Measurement, Metric System, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to geometry instruction in the elementary school. In addition to an introduction to the unit and an overview of measurement in the elementary school, the text has sections on the measurement process, certain common measurements, and child learning of measurement. (MP)

ED 221 443 SO 014 278

Clift, Arlene L.

If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-80

Grant-NIE-G-78-0236
Note-36p.
Pub Type- Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Culture, Black History, *Blacks, Communication Research, *Content Analysis, *Figurative Language, Interviews, Oral History, *Slavery, United States History, *Verbal Communication

Examples drawn from books and interviews of blacks reveal techniques of oral and literate communication both during and after slavery. These techniques fall into two complementary categories: communication as surreptitious resistance and communication about overt resisters. Surreptitious communication occurred through the use of code words which signalled meetings and escapes. For example, spirituals with heavenly themes actually referred to the end of slavery and the word weevil'' referred to the white patrollers who kept slaves from escaping. Often tales included messages at odds with stated conclusions; that is, a testimony stating that blacks are not dependable because they learn so early to be deceptive really illustrates a unity among the slaves who used code words when the white master eavesdropped on them. Communication about overt resisters, both male and female, usually focused on the slave who wouldn't be whipped. The message of these tales was that a slave who resisted punishment asserted his or her humanity and dignity. Thus, the personal accounts of slaves illustrate that they resisted in many ways. What they remembered and how they communicated their memories reveal messages important to them beyond slavery itself. (Author/KC)

ED 221 227 IR 050 008

Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-81
Note-155p.; Small print in several statements may not reproduce well.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiodisc Recordings, Broadcast Industry, Cable Television, *Copyrights, Court Litigation, *Federal Legislation, Federal Regulation, Government Role, Intellectual Property, *Patents, Technology Transfer
Identifiers-Copyright Law 1976, *Copyright Royalty Tribunal, General Accounting Office, Jukeboxes, Public Broadcasting, Royalties, *Trademarks

Statements and testimony from four major and eight additional witnesses comprise these 1981 hearings. David Ladd, Register of Copyrights and Associate Librarian for Copyright Services, reports on the functions and administrative operations of the Copyright Office since the new copyright law came into effect in 1978. The functions of the Patents and Trademarks Office, its current problems, and the future of the industrial property system are delineated by Rene D. Tegtmeyer, Acting Commissioner of the Office. Clarence L. James, Jr., Chairman of the Copyright Royalty Tribunal, advocates elimination of the Tribunal, which currently sets compulsory royalty fees for certain uses of copyrighted material in cable television, phonograph recordings, jukeboxes, and public broadcasting. Based on a review of the Tribunal's legislative history, proceedings and procedures, and its effect on 18 private organizations, Wilbur D. Campbell of the U.S. General Accounting Office recommends that Congress amend the Copyright Act of 1976 and appropriate additional funds to improve the Tribunal's operations. Future options for organization of the Tribunal, its key rate setting and distribution decisions to date, and the pros and cons of eliminating its compulsory licenses are also outlined. Supporting materials are provided in the four appendices. (ESR)

ED 221 264 PS 012 927

Friedman, Dana E.

Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.

Pub Date-82

Note-228p.; Ed.D. Dissertation, Harvard University.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Community Change, Day Care, Early Childhood Education, Employed Women, *Employer Employee Relationship, *Employer Supported Day Care, Feasibility Studies, Fringe Benefits, *Institutional Characteristics, Institutional Research, Job Satisfaction, *Labor Turnover, Needs Assessment, *Organizational Change, Questionnaires, Social Problems, Surveys

Identifiers-Bank Tellers, Corporations, Extrinsic Motivation, Intrinsic Motivation

This paper addresses the feasibility of family support programs as a means by which management may constructively respond to the changes in the workforce in order to fulfill its own objectives. The analysis takes into account both theory and practice, applying learned concepts to the design and execution of an actual feasibility study at a small, suburban Massachusetts bank. Part 1 sheds light on parent needs, examining the changes in families, in work, and in community support services resulting in the need for employer assistance in child care. Also described are the variety of responses that companies can make given the interface among these changes. Part 2 examines the rationale for a corporate response to these changes, while part 3 presents the findings of the bank case study and an analysis of the process used to arrive at the most appropriate and cost effective solution to identified management problems. Part 4 offers the author's conclusions and a prognosis for the future feasibility of employer supports to working parents in meeting management objectives. A list of on-site employer supported day care centers from 1960-present is appended, along with information concerning the turnover at the bank and the community it served. Also appended is a copy of the survey administered to the bank employees and a discussion of the author's proposed child care benefit plan. (MP)

ED 221 363 SE 039 119

Chirichiello, John Crowley, Michael

National Patterns of Science and Technology Resources 1981.

National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.
Report No.-NSF-81-311
Pub Date-Apr 81
Note-88p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Science, Development, Employment Opportunities, *Engineering Education, *Engineers, Expenditures, Federal Aid, *Financial Support, Higher Education, *Labor Market, Science Education, Scientific Research, *Scientists, Technology
Identifiers-National Science Foundation, *Research and Development

An overview of two science and technology resources (financial support and scientific/technical personnel) is presented, based on a series of National Science Foundation (NSF) surveys on research and development (R&D) resources and scientific/technical personnel in the United States. Areas addressed related to national perspectives of R&D resources include the R&D effort and national economy, R&D performance, R&D by national objective, R&D and the gross national product, basic research, applied research, development, and international comparisons. Areas addressed related to science/engineering (S/E) personnel include current employment opportunities, labor market conditions for S/E doctorates, and labor market dynamics. Eighty-seven detailed statistical tables are included, providing data related to R&D resources (national perspective, federal government, industry, colleges/universities) and S/E personnel (current supply and utilization patterns of S/E population, doctorate scientists/engineers, and dynamics of S/E labor market). Data reported indicate among others that total U.S. spending reached an estimated $61.1 billion in 1980 (13 percent more than the $54.2 billion in 1979 and double the amount spent in the early seventies) and that although employment opportunities in jobs involving S/E activity are weak in some fields of science, almost all scientists/engineers seeking jobs find them. (Author/JN)

ED 221 464 SP 020 507

Bell, Gerald W.

The Need for Subjectivity and Objectivity in the Athletic Training Evaluation.

Pub Date-82

Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Athletes, *Behavioral Objectives, *Evaluation Criteria, *Evaluation Methods, Higher Education, Physical Fitness, Professional Education, *Student Evaluation, *Trainers

Identifiers-*Athletic Trainers

Because of the importance of evaluation to students' learning, performance, and self-concept, the evaluation of students preparing to become athletic trainers must be encompassing and informative. It must include the three behavioral objectives of cognitive, affective, and psychomotor skills required in athletic training. A good evaluation requires that instructors develop objectives for successful performance in classroom, field, and clinic. General procedures instructors should use for measuring and evaluating are: (1) determine what is to be measured; (2) define behavioral objectives; (3) select or design appropriate instrument; (4) record results; (5) evaluate evidence and make judgments; (6) ensure that evaluations are continuous and participatory; and (7) follow up with diagnosis. (CJ)

ED 221 507 SP 020 992

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-29p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.25; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, *Females, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, Postsecondary Education, *Racial Bias, Secondary Education, *Sex Bias, Sex Role, Staff Development, *Stereotypes, Womens Studies

This document is one of five filmstrip users' guides that can be used to increase understanding of minority women in the United States by supplying basic information on their histories, current concerns, myths, and misleading stereotypes. The guide was designed to be used with a filmstrip entitled Asian American Women'' and to help teachers of secondary and postsecondary students to integrate ethnic group information into existing curricula. The focus of the guide and filmstrip is on the cultural traditions and values, stereotypes, and current concerns of Asian American women. A discussion guide presents four objectives, suggested questions and topics for discussion, and references to sources of additional information. Narration for the 70-frame filmstrip is provided. A teacher-developed 5-day lesson plan for seventh through ninth grade students is presented, using the five filmstrips in the series to explore the roles of minority group women in the United States. An essay is appended on the historical background, stereotypes and myths, economics, and present and future concerns of Asian American women. (FG)

ED 221 526 SP 021 083

Survey on Master Teachers.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-Oct 82
Note-33p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperating Teachers, Credentials, Elementary Secondary Education, *Master Teachers, *State Departments of Education, *State Standards, Student Teacher Supervisors, Student Teaching, *Teacher Qualifications, *Teacher Salaries, Teacher Supervision

A survey was conducted to assemble information from the 50 state departments of education about existing policies on master teachers. Master teachers in this survey included those assigned to supervise student teachers as well as those who may have been chosen for outstanding performance. Items on the survey were: (1) state policies on selecting supervising teachers; (2) state policies on recognition of outstanding teachers; (3) state policies on extra pay for supervising teachers; (4) state policies on extra pay for outstanding performance; (5) certification requirements for supervising teachers; and (6) inservice training of supervising teachers. Fifteen states responded that they have state policies or regulations about how student teacher supervisors are chosen. For the most part, these requirements were included in the state standards for the approval of teacher education programs. The most frequently mentioned requirement was that the supervising teacher be properly endorsed in the subject or area in which the student teacher is seeking certification. Three states have state policies on recognizing outstanding performance of teachers. One-fifth of the states indicated pay supplements to teachers who are assigned to supervise student teachers. No state had policies regarding extra compensation for outstanding teachers. Fifteen states answered that they do have state requirements as to training that must be completed for a teacher to serve as a supervisor of a student teacher. Responses to the survey are presented in tabular form (alphabetically by state), and additional explanatory notes on different items are included from states which expanded their comments. Specific provisions relating to selection and requirements of supervising teachers, as found in state standards for approval of teacher education programs, are also quoted. (JD)

ED 221 584 TM 820 617

Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.

Texas Education Agency, Austin.
Report No.-TEA-GE2-822-02
Pub Date- 82
Note-54p.; Some figures contain small print.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Educational Objectives, Elementary Secondary Education, Grade 3, Grade 5, Grade 9, Holistic Evaluation, Instructional Improvement, Mathematics Achievement, *Minimum Competency Testing, Reading Skills, State Programs, Student Improvement, *Testing Programs, *Test Interpretation, *Test Use, Writing Skills
Identifiers-*Texas Assessment of Basic Skills

The Texas Assessment of Basic Skills (TABS) helps to improve basic skills mastery by assessing student achievement and district performance levels in reading, writing and mathematics. TABS was designed to provide information for instructional planning in the state-funded compensatory education service. Minimum competency objectives are to be measured by criterion referenced tests at third, fifth and ninth grade exit levels in each curriculum. Individual student performance is presented through Confidential Student Reports, which the teacher interprets to the student and his or her guardian. Campus and district aggregate performance and demographic summary reports are also available. TABS results should be reported to the Board of Trustees, the staff, and the public. TABS results will be useful to district superintendents, curriculum specialists, principals and teachers. A long-range curriculum planning model is used to illustrate the TABS instructional improvement procedure. A generic scoring guide for writing is appended. (CM)

ED 221 604 TM 820 646

Enell, Nancy C.

Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.

Pub Date-Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Appendix A contains small print that may not reproduce clearly.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annual Reports, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Program Evaluation, *Special Education, Summative Evaluation

Identifiers-*Evaluation Utilization

Finding summative evaluation methods lacking in relevance to specific programs within special education, a serial evaluation process was initiated to promote evaluation utilization in a California suburban school district. This method evolved during 5 years of evaluation activity with six strategies facilitating the development: (1) idenification of evaluation questions; (2) development of general content and techniques for interviews and surveys; (3) addressing multiple questions; (4) involvement of various educational personnel and parents; (5) selection of samples through a student data base; and, (6) the development of a longitudinal evaluation data base. This process overcomes the difficulty of total program evaluation, the aggregation of student achievement, and the lack of timely information for decision makers. (PN)

Berrian, Albert H. And Others

Minority Servicing Institutions: A Status Report.

Institute for Services to Education, Inc., Washington, D.C.; United Negro College Fund, Inc., New York, N.Y.

Pub Date-82

Note-183p.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Rank (Professional), Accreditation (Institutions), *American Indians, *Black Colleges, Black Students, College Faculty, College Students, Degrees (Academic), Departments, *Enrollment Rate, Expenditures, Federal Aid, Financial Support, Higher Education, *Hispanic Americans, Income, Leadership, Library Acquisition, *Minority Groups, State Aid, Tuition

A series of tables contains data reflecting the extent to which the national higher education system and its several subsystems serve minority groups. Tables include: a roster of historically and predominantly black institutions, with classification (public, private, and proprietary), founding year, degree level, academic calendar, and tuition; faculty rank totals for men and women at those institutions; 1980 library holdings and expenditures; 1980 income from tuition, endowment, state and federal aid, and gifts; expenditures (total, instruction, research, and academic support); a list of institutions with less than 35 percent but more than 500 black students, including percentages; a list of predominantly Hispanic institutions, with classification, founding year, degree level, academic calendar, and total enrollment; institutions in transition (35 percent or more Hispanic), including classification, founding year, degree level, total enrollment, and percentage Hispanic; institutions with less than 35 percent but more than 500 Hispanic students; and predominantly Indian institutions, including classification, founding year, degree level, and total enrollment. Notes on departmental accreditation of traditionally black colleges, critical factors that develop black leaders and leadership development activities, and institutional classification of colleges and universities are appended. (MSE)

ED 221 148 HE 015 513

Whitman, Neal Weiss, Elaine

Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-77-0073

Note-57p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).

Pub Type- Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role, Case Studies, *College Faculty, Data Collection, *Employment Practices, *Evaluation Criteria, Faculty Development, *Faculty Evaluation, Higher Education, *Measurement Techniques, Peer Evaluation, Personnel Policy, Productivity, Standards, Student Evaluation of Teacher Performance, *Teacher Effectiveness, Teacher Role

Identifiers-Oregon State System of Higher Education, Southern Regional Education Board, State University of New York

The use of explicit, written criteria to evaluate college and university faculty is examined. Four major issues concerning faculty evaluation are as follows: the desired outcomes of faculty evaluation; the functions of faculty activity that are to be evaluated; the criteria that should be used for each area evaluated; and the procedures for implementing the faculty evaluation program. In general, studies identify two major outcomes: personnel decisions made regarding promotion, retention, and tenure; and feedback to faculty leading to faculty improvement. The major areas to be evaluated are teaching, research, and service. For the most part, faculty evaluation programs attempt to increase objectivity through both qualitative and quantitative approaches. To achieve qualitative objectivity, criteria are developed to improve the quality of data collected from an individual evaluator. To achieve quantitative objectivity, data are collected from multiple data sources. A critical issue in faculty evaluation is determining how data are collected and reviewed. At some institutions, faculty are expected to provide evidence of their teaching, research, and service effectiveness. Since the 1970s, there has been a trend toward systematic, standardized data collection. The role played by administrators in faculty evaluation is addressed. Meta evaluations (i.e., evaluating the methods of evaluation) conducted by Oregon State System of Higher Education, the State University of New York Faculty Council of Community Colleges, and the Southern Regional Education Board are examined. Appended materials include a form for peer review of undergraduate teaching based on dossier materials, guidelines for use of results of the student instructional report, and a bibliography. (SW)

St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual.

Saint Louis Regional Library Network, MO.
Pub Date-Dec 81
Note-70p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries, *Administrative Policy, Check Lists, *Delivery Systems, Higher Education, *Interlibrary Loans, Library Cooperation, Library Materials, *Library Networks, Public Libraries, Records (Forms), Shared Services
Identifiers-*Saint Louis Regional Library Network MO

Included in this set of manuals are: (1) guidelines for document delivery to member libraries within the St. Louis Regional Library Network (SLRLN) in which eligible materials are described, addressing and packing are outlined, routing and deliveries are discussed, and a list of delivery system participants is provided; (2) a descriptive guide to the INFO-PASS interlibrary lending system in which user eligibility for INFO-PASS privileges is outlined, procedures for using INFO-PASS are described, abuse of INFO-PASS is discussed, and to which the various forms and reports associated with INFO-PASS policies and procedures have been appended; and (3) a manual detailing practices and administrative policies pertaining to interlibrary loan activities within SLRLN, which includes a list of location codes for SLRLN member libraries, sample interlibrary loan forms, a location checklist, a bibliographic checklist, a list of interlibrary loan committee members, and the SLRLN Member Library Interlibrary Loan Policy Statements. (JL)

ED 221 189 IR 010 360

Kimbrough, Kenneth L.

Defining Information Needs of Computer Users: A Human Communication Problem.

Pub Date-18 Jan 82

Note-235p.; Some appendices may not reproduce due to small type size. Master's Thesis, California State University, Sacramento.

Pub Type- Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Research, Databases, *Data Processing, *Information Needs, Information Retrieval, *Information Seeking, Information Systems, Library Services, Models, *Online Systems, Organizational Objectives, Public Agencies, Records (Forms), *Reference Services, Relevance (Information Retrieval)

Identifiers-California, *Query Negotiation (Library Science), Search Intermediaries, *Users

This exploratory investigation of the process of defining the information needs of computer users and the impact of that process on information retrieval focuses on communication problems. Six sites were visited that used computers to process data or to provide information, including the California Department of Transportation, the California Almond Growers Exchange, the University of California at Davis, the Systems Data Processing Corporation, and the California State Library. Interviews were conducted with managers, intermediaries, and users of services at each site and observations of the information seeking process were made. It was concluded that the process of defining information needs in bibliographic database settings is analogous to the process in data processing settings, for both involve problem identification, query negotiation, and probing. The method of charging for services, organizational/social barriers, and the shared knowledge of participants regarding each other's work were found to affect the information seeking process. Accompanying the text are 11 data tables, 14 figures, and a 39-item bibliography. A sample query negotiation session, the letter to participating organizations, interview schedules and interview forms, and a site selection list are appended. (Author/JL)

ED 221 284 PS 013 054

Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity.

CRC Education and Human Development Inc., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-DHHS-OHDS-81-31168
Pub Date-Nov 81
Contract-HEW-105-78-1026
Note-153p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00083-9, $6.50).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Annotated Bibliographies, *Basic Skills, Early Childhood Education, *Elementary School Curriculum, *Instructional Materials, *Parent Participation, *Resource Materials, Teacher Attitudes, Teacher Behavior
Identifiers-Continuity, Project Head Start

Consisting of references to books, chapters of books, articles, pamphlets, booklets and posters, films and filmstrips, records, audiotapes, and multi-media packages, this annotated bibliography provides access to resources for parents and Basic Educational Skills (BES) program staff in Head Start centers and elementary schools. Entries, most of which concern preschool, kindergarten, and first-grade children, are organized into four major sections corresponding to BES program divisions: curriculum, parent involvement, teacher attitudes and behavior, and program continuity. These four areas are further divided into subsections focusing on a particular issue or subject matter: nine are devoted to curriculum, six to parent involvement, seven to teacher attitudes and behavior, and four to continuity between curriculum, home, and school. References in the areas of curriculum and parent involvement are most numerous. In addition to describing the materials, entries list author's name, title of item, source, date of publication, and number of pages. When appropriate, item cost and ordering information are indicated. Graphic symbols beside each entry illustrate the format of the item described (book, article, film, and so on); materials designed for parents are designed by the letter P.'' (RH)

ED 221 385 SE 039 193

Vaidya, Narendera
The Mathematical Structures Underlying Adolescent Thought.
Regional Coll. of Education, Ajmer (India).
Pub Date- 82
Note-138p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adolescents, *Cognitive Development, *Developmental Stages, *Educational Research, *Learning Theories, Mathematics Curriculum, *Mathematics Education, Models, Secondary Education, *Secondary School Students
Identifiers-*Mathematics Education Research, *Piaget (Jean), Piagetian Theory

This document opens with a brief discussion of the views of Jean Piaget and his contributions to psychology. The material moves into a presentation of several research studies that have attempted to look at large and representative samples of adolescent pupils, and presents data for comparison in a cross-cultural context. The main sections cover: (1) Background to the Problem; (2) The Mathematical Structure of Formal Thought; (3) The Research Frontier; and (4) The Educational Implications. These sections are followed by five appendices, titled: (1) The Piagetian Journey; (2) The Puzzling Ways of Science; (3) Characteristics of Abstract as Compared to Concrete Thought; (4) Age Ranges for Certain Piagetian Concepts; and (5) The Modification of Concrete Structures into Formal Structures. It is hoped that this material may be useful to research workers and helpful to both teachers and teacher educators. It is felt that the appendices provide sufficient material for beginners to understand the basic Piagetian concepts in an elementary manner. (MP)

ED 221 404 SE 039 219

A Sampler'' of Environmental Education Activities and Programs in the United States of America.

Federal Interagency Committee on Education, Washington, D.C.
Pub Date-77
Note-138p.; A few pages may be marginally legible due to light print.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Conservation Education, *Educational Objectives, Elementary Secondary Education, *Environmental Education, Federal Programs, Higher Education, Natural Resources, Outdoor Education, *Program Content, *Program Descriptions, Program Design, State Programs, Teacher Education
Identifiers-*Energy Education, National Science Foundation

Seventy-four environmental education programs/projects, identified by program/project title and state, are described. The programs were selected for inclusion on the bases of geographic representation, across a spectrum of target audiences and funding sources. Although the descriptions differ in format, they include one or more of the following: (1) background/history; (2) goals/objectives; (3) instructional and/or curriculum materials produced; (4) source(s) of funding; (5) implementation procedures; (6) program activities, such as publications, in-service teacher education, operating environmental education center, and others; and (7) comments on evaluation and future endeavors. Examples of programs include: A Conceptually Organized Program for Environmental Education (Alabama), Sierra Club (California), Youth Conservation Corps (District of Columbia), Marine Social Studies (Hawaii), Conservation Education Center (Iowa), ERIC/SMEAC (Ohio), Energy and Man's Environment, Inc. (Oregon), Seminar of Water Quality (Texas), Wildlife Essay Contest (Virginia), and Studies of Environmental Action (Washington). (Author/JN)

ED 221 424 SO 014 217

Hickey, John J.

Culture Theory in Geography.

Pub Date-Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Culture, *Geographic Concepts, *Geography, *Human Geography, Research Needs, Scientific Methodology, Social Sciences

The current debates about cultural geography fall into three categories: (1) arguments for the convergence of cultural and spatial geography; (2) arguments against current reports of the disappearance of culture as a result of increased cultural divergence; and (3) attempts at the reconstruction of culture theory to conform with generally valid rules of social science explanation. The theory of cultural geography attempts to account for the differences in human life at different places and times. Culture theory has its roots in the late 18th century when J.G. Herder took issue with the rationalist approach to human society during the Age of Enlightenment. Herder maintained that the rational method of Newtonian science with its emphasis on the formulation and testing of hypotheses was inappropriate to the study of human cultures. He believed that cultures are integrated social wholes. Although the original questions of Herder and others remain important, they have since become distorted by geographers. The conflicting theories of the relevance of culture to geography all have their shortcomings; however, the resolution is not to dismiss the complex issues but to determine an approach to culture theory that will reveal insights within the conflicts. (KC)

ED 221 488 SP 020 964

Godbey, Geoffrey Blazey, Michael
The Use of Local Parks by Older Residents of Urban Areas.
Pennsylvania State Univ., University Park. Recreation and Parks Dept.
Spons Agency-NRTA-AARP Andrus Foundation, Washington, D.C.
Pub Date-Sep 82
Note-158p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Centers, Individual Characteristics, *Leisure Time, Motivation, *Older Adults, Park Design, *Parks, *Participant Satisfaction, Recreational Activities, *Recreational Facilities, *Urban Areas, Urban Culture

Local parks in five large cities (San Francisco, Houston, Atlanta, Chicago, Boston) were selected for a study of the use of urban parks by older adults (55 to 65 and over). Interviews were conducted with park users to determine: (1) meaning, motivation, and satisfactions associated with local park usage; (2) factors of usage such as time of day, duration of stay, frequency of use, travel mode, and companionship during usage; (3) on-site behaviors, moods, activities, and states of mind; (4) critiques of the park environment and suggested improvements; and (5) projected future use by elderly and nearly elderly park users. In presenting the major findings of the study, characteristics of the respondents are presented first, followed by an analysis of the extent to which data concerning park use by older citizens varies by city and by age category. Presentations are then made concerning older citizens' general assessment of parks, behavior on site, logistics of use, motivation, and satisfaction. Results of a factor analysis of older park users are also presented. Conclusions drawn from the study are discussed along with considerations of implications for the management of urban recreation and park systems with reference to older people. Appendices contain a copy of the interview questionnaire as well as a description of each of the parks studied. Recommendations are also made for improving methods of conducting future studies on this topic. (JD)

ED 221 545 SP 021 133

Status of Teacher Personnel in Utah, 1981-82.
Utah State Board of Education, Salt Lake City.

Pub Date-82
Note-164p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Age, Educational Certificates, Elementary Secondary Education, Faculty Mobility, Higher Education, Racial Composition, Sex, *State Norms, Teacher Background, *Teacher Certification, *Teacher Characteristics, Teacher Distribution, *Teacher Education, *Teacher Employment, Teacher Qualifications, Teacher Salaries, *Teacher Supply and Demand
Identifiers-*Utah

This monograph presents 1981-82 data on the supply of and demand for teachers and the status of currently active teachers in Utah. Statistics are presented in tabular form. Section I provides information on: (1) total number of professional personnel; (2) ethnic and racial background; (3) certification and training; (4) professional experience; (5) age and sex distribution; (6) major and minor assignments; and (7) teacher turnover. Section II lists the total number of letters of authorization'' (authority given to school districts to employ individuals without proper certification). Section III is devoted to new personnel: (1) total number of new personnel; (2) major and minor teaching assignments; (3) elementary school personnel listed by grade assignment; (4) training and professional experience; (5) age and sex distribution; and (6) states from which teachers originated. Section IV presents information on the supply of teachers: (1) supply of teachers recommended by Utah institutions; (2) certification and subject matter; (3) occupation of 1981 graduates; and (4) sources of teaching candidates. The final section provides information on one-teacher schools in Utah and births, population growth, and enrollment. (JD)

ED 221 564 TM 820 586

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-May 82

Note-134p.; Figures contain small print that may not reproduce clearly.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Basic Skills, Educational Policy, Elementary Secondary Education, Minimum Competency Testing, *Policy Formation, Program Effectiveness, *Program Evaluation, *Program Implementation, *Research Design, *State Boards of Education, State Standards

Identifiers-*Basic Skills Improvement Policy (Massachusetts)

This report describes the design of an implementation evaluation of the Massachusetts Basic Skills Improvement Policy, to be conducted during 1982-83. The Policy and Regulations were enacted in 1978-79 when school districts were required to develop basic skills improvement plans. In 1980-81 districts were required to implement their plans. Although the Policy requires basic skills testing, public reporting, and follow-up assistance to students who do not meet locally determined (minimal) standards, its emphasis is on curriculum and instructional improvements and staff development. The purpose of the implementation evaluation'' is to describe what school districts are and are not doing in response to the Policy, and to explain why districts show whatever (expected) variation is found. An impact evaluation,'' consisting of a questionnaire survey (n 100) and an intensive case study (n 8-12) of school districts, is planned for 1985-86 to determine whether Massachusetts students have actually improved in their mastery of basic skills, as intended. Contents include: evaluation design, questionnaire survey, case studies, and pilot test findings. Questionnaires, technical details of development, and interview instruments are appended. (Author/PN)

ED 221 623 UD 022 516

Herzog, John D. And Others

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.

TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Dec 81
Contract-400-79-0076
Note-538p.; For other documents in this series, see UD 022 515-518.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Academic Achievement, Attendance, Cultural Differences, Cultural Influences, *Educational Environment, *Ethnic Groups, Ethnography, *Family Characteristics, *Family Environment, Family School Relationship, Jews, Junior High Schools, *Perception, Portuguese Americans, Student Attitudes
Identifiers-Armenian Americans, Irish Americans, Massachusetts (Boston), West Indians

This report describes the ethnographic phase of a 2-year study (consisting of ethnographic observation and a survey) on how perceptions of home and school climates and interaction between the two factors might affect school performance among students of different racial/ethnic groups, sex, and socioeconomic status. Ethnographic case studies of seventh graders from five ethnic groups in the Boston, Massachusetts, area are presented. Groups studies included Americans of Armenian, Irish, Jewish, Portuguese, and West Indian backgrounds. Each study describes the history and characteristics of the group, community, and neighborhood investigated; research methods used; and the children's perceptions of home and school structures and organization, relationships with others in school and at home, and personal development and learning environments in the home and in school. Areas of congruence and incongruence between perceptions of homes and schools within the areas of structure, relationships, and personal development are identified, and summaries and conclusions for each ethnic group are presented. (MJL)

ED 221 641 UD 022 540

Casserly, Michael Hunter, Bruce

The Effect of Tuition Tax Credits on Urban Schools.

American Association of School Administrators, Arlington, Va.; Council of the Great City Schools, Washington, D.C.
Pub Date-Aug 82
Note-171p.
Available from-Coalition for Public Education, 1201 16th Street, N.W., Washington, DC 20005 ($10.00).
Pub Type- Numerical/Quantitative Data (110) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education, *Expenditure Per Student, *Federal Aid, *Private Schools, Public Policy, *Public Schools, *Resource Allocation, *Tax Credits, Urban Areas
Identifiers-Reagan Administration

Profiles of 65 urban American school systems are presented, showing that programmed and projected annual Federal per pupil expenditures in public and private schools between 1980-81 and 1984-85, [illegible] would be affected by proposed Federal budget cuts and tuition tax credits for parents of private school students to equalize Federal aid to public and private schools by 1984-85, will actually generate substantial inequities. It is emphasized that, while current proposals may result in comparable Federal support for public and private schools within 5 years, the bulk of public school subsidies will be for food, while most of private school subsidies will go to instruction. Considering instructional subsidies alone, it is maintained that proposed funding pattern changes will lead to a 50 percent decrease in per pupil aid in public schools over the 5-year period. By 1984-85, private school pupils are expected to be receiving three times more than what public school pupils will receive in Federal subsidies for instruction. The report discusses arguments presented by proponents of tuition tax credits in the light of expected patterns of new spending, and holds that the tax credit proposals are unfair to the poor, minorities, and public schools. (MJL)

ED 221 116 HE 015 459

Lovell, Susan, Ed.

The College Cost Book, 1982-83. Third Edition.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Report No.-ISBN-0-87447-147-8
Pub Date-82
Note-277p.
Available from-College Board Publications, Box 886, New York, NY 10101 ($9.95).
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Eligibility, Family Income, *Federal Aid, Higher Education, *Need Analysis (Student Financial Aid), Noninstructional Student Costs, *Parent Financial Contribution, Private Financial Support, School Surveys, State Aid, *Student Costs, *Student Financial Aid, Student Loan Programs, Tuition
Identifiers-Bureau of Indian Affairs, *College Costs, College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, Reserve Officers Training Corps, Supplemental Educational Opportunity Grants

Expenses at 3,200 schools and colleges are identified, and information is presented on applying for student financial aid and on estimating financial need. Recent changes in federal aid programs, eligibility requirements, and major programs are also outlined. In considering the cost of college, the following areas need to be addressed: tuition and fees, books and supplies, room and board, personal expenses, transportation, and a total expense budget. The following financial aid sources are examined: Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, College Work-Study Program, service academies, Reserve Officer Training Corps, Bureau of Indian Affairs, state government programs, financial aid from colleges, the Guaranteed Student Loan Program, veterans' education benefits, vocational rehabilitation benefits, and help from private student aid sources. In calculating how much the individual's contribution should be in paying for college costs, consideration is given to the family's income and assets and the student's ability to pay, with a special note on independent or self-supporting students. Additional topics include the following: strategies for stretching one's resources, reducing the time involved in earning a degree, reducing indirect costs, prepayment plans, and strategies for working one's way through college, understanding financial aid awards, responsible borrowing, and student rights and responsibilities. Appended materials include: student expenses by institution, a glossary, worksheets and tables, sources of information about state grant programs and the Guaranteed Student Loan Program, and institutions listed alphabetically. (SW)

ED 221 209 IR 010 384

Browne, Mairead, Ed.

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.

National Library of Australia, Canberra.

Report No.-ISBN-0-642-99242-8

Pub Date-81

Note-98p.

Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($7.50).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Libraries, *Community Centers, Contracts, Foreign Countries, Library Administration, Library Cooperation, Library Facilities, Library Personnel, Library Planning, Library Role, Library Services, *Public Libraries, *School Libraries, *Shared Services

Identifiers-*Australia, User Needs

Pre-circulated papers, comments on these papers, documents compiled as a result of group discussion, and resolutions adopted at Australia's 1980 National Workshop on Joint-Use Libraries are presented. A joint-use library is defined as one in which two or more distinct groups of users are given equal priority in the same premises, the governance of which is cooperatively arranged between two or more separate authorities. Three papers on joint-use libraries in primary and secondary schools (J. D. Dwyer), in colleges (A. J. Brown) and in community centers (G. Fraser) explore the circumstances under which coordinated services may be provided, the requirements which should be fulfilled before a joint function is undertaken, and the legal, contractual and administrative mechanisms necessary to ensure effective and continuing service to both the school/college community and the public at large. In addition to a list of resolutions adopted, documents produced at the workshop include a statement of the aims and objectives of joint-use libraries; a discussion of the optimum conditions for their establishment; and separate considerations of the planning process, contracts, staffing, and administration required for such libraries. Lists of workshop participants and their affiliations, and members of the Australian Advisory Council on Bibliographical Services Working Party on User Needs are appended. (ESR)

McIntyre, Chuck
Fee Contingency Plan.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-82
Note-50p.; Reports prepared for use by the Board of Governors of the California Community Colleges and its Special Committee on Fee Contingency Plan.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Colleges, Enrollment Influences, Enrollment Projections, National Surveys, Prediction, *Statewide Planning, *Student Costs, *Student Financial Aid, *Tuition, Two Year Colleges
Identifiers-*California

Designed for use by the Board of Governors of California Community Colleges in the development of a fee contingency plan, this report presents information on student fees and charges in California and other states. In section A, student charges and their effects are examined in 10 California community college districts. Section B reviews fees and charges and the use of revenues at the University of California and the California State University. Policies in other states are examined in section C with respect to tuition and financial aid in postsecondary education. As the basis for predicting the likely impact of various fee policies, section D outlines research findings and the experiences of New York, Virginia, and California with fee increases. The consequences of four different fee alternatives are presented in section E, along with financial aid techniques, and a discussion of the implications, advantages, and disadvantages of these alternatives. This section includes estimates of enrollment losses arising from specified fee charges and their impact on different income, age, and ethnic groups and on male and female enrollments. An attachment sets forth a series of economic conditions and their probable impact on community college fees; alternative methods of imposing fees and charges; possible changes in the provision of financial aid; uses to which the revenues from fees and charges could be put; and ways of levying existing authorized fees more equitably. (HB)

ED 221 305 PS 013 084

Snow, Mary

The Regional Parenting Surveys: Base Sample Survey. Technical Report.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date-Jul 81

Note-63p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Grade 3, Grade 10, Interviews, Kindergarten Children, *Parent Attitudes, *Parents, Programs, *Rural Urban Differences, Services, Surveys

Identifiers-Appalachia, *Help Seeking, *Parenting, Parent Resources

A random sample of 1,015 parents in 23 counties in the states of Kentucky, Ohio, Tennessee, Virginia, and West Virginia were interviewed in an attempt to ascertain the range of their circumstances, experiences, and needs. Counties were selected randomly within the major categories of Appalachian rural, non-Appalachian rural, and urban. Data were gathered in the following areas: characteristics of parents and parenting, sources of advice and help, awareness and utilization of local programs and services, and parent attitudes about several dimensions of parenthood. The study design designated that the bulk of the interviews would be conducted with the parents of third graders. For comparison purposes, a smaller number of interviews with parents of kindergarten students and parents of 10th grade students were planned. The focus of this report is on comparison of the survey results for two major subgroups, the parents of 358 Appalachian rural third graders and those of the 362 urban third graders. Similarities and differences found between parents of third graders and parents of kindergarten and 10th grade students are also discussed. (RH)

ED 221 324 RC 013 596

Tarleau, Alison, T. Horner, Bill
Rural Practice: Getting In, Keeping Up, Getting Out.
Pub Date-Aug 82
Note-95p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adjustment (to Environment), Caseworker Approach, Local Issues, Privacy, *Professional Autonomy, *Professional Training, *Rural Environment, *Social Workers
Identifiers-*Case Management, Isolation (Professional), Professional Behavior, *Professional Role

The document's major portion addresses aspects of rural social work practice from importance of the worker's first actions to knowing when and how to leave successfully. Beginning with What is your Rural IQ?'' and some definitions of rurality, all subsequent sections conclude with Some Exercises and Mental Challenges'' and a reading list. Emphasis is placed on taking time to assess rural communities' rich and varied social networks. It is recognized that official support services and unofficial approval of social workers may be slim or nonexistent. Suggestions are made for stretching resources and applying new technologies. Attention is paid to the changing countryside picture: urban to rural migration, boom town impacts, industrial decentralization, and a continuing drain from rural to other areas. A smaller section suggests that line staff in small communities consider

case management as a way of rethinking and organizing material in the previous sections. Trigger questions are provided to assist social workers in combining their job experiences with concepts provided in the document. Information provided under each question is intended to further vigorous thinking about the topic. Seven questions deal with agency assessment, six with case assessment, and one each covers case monitoring and case coordination. (BRR)

ED 221 344 SE 035 014

Thompson, Maynard And Others
Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14622-3
Pub Date-76
Grant-NSF-GY-9293
Note-161p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Elementary Education, Elementary School Mathematics, Elementary School Teachers, Geometric Concepts, *Graphs, Higher Education, Instructional Materials, Learning Activities, *Mathematical Concepts, *Mathematics Instruction, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to mathematical topics for the elementary teacher. In addition to an introduction to the unit and an overview of graphs in the elementary school, the text has sections on picturing data, locations, relations, and functions and an appendix on graphing self-evaluation questions. (MP)

ED 221 444 SO 014 279

Perkins, Linda M.

Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-80

Grant-NIE-G-78-0236

Note-36p.; For a related document, see SO 014 280.

Pub Type- Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Attitudes, Black Education, Black Employment, Black History, *Black Leadership, Black Organizations, *Black Power, *Females, *Racial Discrimination, Racial Relations, *Slavery, United States History, Whites

The pre-emancipation (1830-1865) black woman reformer was concerned with race uplift,'' a sense of duty and obligation to her race. Black women in the North formed mutual aid societies for the economic survival of the destitute. Regardless of economic status, free blacks consistently sought to aid slaves in the South; the poor often saved for years to purchase their relatives. Some black women, Harriet Tubman, for example, worked toward helping slaves escape to the North. While both white and black women formed charitable organizations, it is commonly agreed that black women organized for survival and self-improvement while white women's organizations were mainly self-serving. Even though the women's rights movement began at this time, black women were excluded from it. Education became a primary concern of race uplift'' as blacks sought to erase the myth of intellectual inferiority. Because whites were reluctant to teach blacks anything but rudimentary skills, black teachers for black students became an important issue. Black women worked both toward the establishment of formal schools and of educational organizations which provided for adult education. In fact, education became the major force in creating black nationalism. (Author/KC)

ED 221 465 SP 020 508

Aleamoni, Lawrence M.

Instructional Improvement in the College Classroom.

Pub Date-82

Note-8p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *College Instruction, *Educational Testing, *Grading, Higher Education, *Instructional Improvement, Scoring, Student Evaluation, Teacher Made Tests, Test Construction

Much of the effectiveness of college instruction depends on the quality of the methods that are used to evaluate student progress. After developing a test or examination that is a valid and reliable measure of student performance, the college instructor must evaluate the results of the examination and report the level and quality of student learning. Methods of using letter grades as a basis for evaluating student achievement include grading on the curve and percent grading, both of which have the disadvantage of imposing relative or arbitrary standards. A more informative grading method would clearly define levels of achievement in terms of quality and characteristics. An accurate and meaningful grading system may take at least a year to organize, but the students and the instructor will be more satisfied with the instructional efforts as a result. (FG)

ED 221 605 TM 820 647

Malvin, Janet H. And Others

Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.

Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date-May 82

Note-32p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Objectives, *Classroom Techniques, Drug Abuse, Junior High Schools, *Junior High School Students, *Program Evaluation, Secondary School Teachers, Student Teacher Relationship, *Teacher Effectiveness

Identifiers-*Effective Classroom Management (Junior High)

In the experimental school, students were exposed over 3 years to teachers trained in Effective Classroom Management (ECM), a program designed to enhance teachers' skills in dealing with the affective needs of students. Students were expected to benefit from this exposure by adopting more positive attitudes, behaviors and norms with regard to themselves, peers, teachers, and school. Ninth graders in the experimental school were compared with ninth graders in a control school; both groups were pretested during the first year of this study and posttested at the end of the third year. For boys, although there was a pattern of negative treatment effects, these were probably artifacts of the research design. For girls, there was no evidence of treatment effects. Analyses within the experimental school revealed a pattern of effects favoring students having the fewest classes with ECM trained teachers. The results indicated that students failed to adopt more constructive attitudes or behaviors as a result of this exposure. It is unlikely that ECM training will equip teachers to countervail the attitudes and behaviors that predispose students to abuse substances. (Author/PN)

ED 221 228 IR 050 024

Eckard, Helen M.
Statistics of Library Networks and Cooperative Organizations, 1977-1978.
National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-201
Pub Date-82
Note-43p.; Tables 1-14 may not reproduce due to small type size used in the original.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Databases, Library Administration, Library Automation, *Library Cooperation, Library Expenditures, *Library Networks, Library Personnel, Library Services, Library Surveys, *National Surveys, Public Support, Telecommunications
Identifiers-Library Funding, *Library Statistics

This report presents findings of the first national survey of U.S. library networks undertaken by the National Center for Education Statistics (NCES) from 1977 through 1979. A definition of library networks as used in the survey is provided, as well as information on the organizational type, general characteristics, nature of participants, expenditures, funds, staff, computerized support, services and activities of library networks. The first section of the report provides a summary or explanatory material for the library network data which is more fully presented in 14 statistical tables comprising the second section. Selected report findings are listed as follows: (1) there were 608 library networks in the United States in 1978 with 32,148 participants; (2) participants included academic, public school, public and special libraries, and state library agencies; (3) 60 percent of library networks were publicly administered and 72 percent were regional in service; (4) 87 percent of network staff were paid, with 23 percent of paid staff being librarians; (5) networks received $193.6 million in 1978; (6) the largest network expense was salaries and wages; (7) networks provided acquisitions, cataloging, reference, circulation and administrative services; and (8) 59 percent of library networks had computer support. An appendix briefly discusses the survey methodology. (ESR)

ED 221 364 SE 039 120

Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.

National Science Foundation, Washington, D.C.
Pub Date-Jun 82
Note-82p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Science, *Cooperative Planning, *Engineering Education, Federal Aid, Genetic Engineering, Government Role, Higher Education, *Industry, International Programs, Obsolescence, Policy Formation, Research, School Business Relationship, Science Education, Science Equipment, *Sciences, *Social Sciences, Space Sciences, Technological Advancement, *Technology
Identifiers-National Science Foundation, Robotics

The eight working papers presented in this compendium were prepared for the National Science Foundation (NSF) as one means to assist the Office of Science and Technology Policy with preparation of the Administration's Annual Science and Technology Report to the Congress, 1981. They focus on specific aspects of three central themes directly related to President Reagan's goal of revitalizing the nation's economy. The themes are: (1) shared responsibility of the public and private sectors for maintaining the strength of U.S. science and technology base; (2) contributions of science and technology to industrial innovation, productivity, and economic growth; and (3) changing international context of U.S. science and technology. The papers do not provide a detailed analysis of all relevant policy issues nor do they attempt to weigh advantages and disadvantages of possible policy options. Rather, each is intended to identify significant current or future national issues in science and technology. Areas addressed, each preceded by an abstract include: space commercialization; genetic engineering; industrial robotics; industrial research, development, and innovation; obsolescence of scientific instrumentation in research universities; adequacy of U.S. engineering education; advancing U.S. national interests through international cooperation in science and technology. Notes on preparation of the compendium are provided in an appendix. (Author/JN)

ED 221 508 SP 020 993

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.

Saint Paul Public Schools, Minn.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-35p.; For related documents, see SP 020 985-992.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.50; $56.00 for complete set of nine documents).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Achievement, *Blacks, Black Stereotypes, Black Studies, *Females, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, Postsecondary Education, *Racial Bias, Secondary Education, *Sex Bias, Sex Role, Staff Development, *Stereotypes, Womens Studies

This document is one of five filmstrip users' guides that can be used to increase understanding of minority women in the United States by supplying basic information on their histories, current concerns, myths, and misleading stereotypes. The guide was designed to be used with a filmstrip entitled Not About to Be Ignored,'' to help teachers of secondary and postsecondary students to integrate ethnic group information about black women into existing curricula. A discussion guide presents four program objectives, discussion questions and topics, and references to sources of additional topics. Narration to the 64-frame filmstrip is supplied. Seven charts supplying employment, education, and income statistics for black women are included. A teacher-developed 5-day lesson plan for seventh through ninth grade students is presented, using the five filmstrips in the series to explore the roles of minority women. An essay is appended on the historical background, stereotypes and myths, economic situation, and present and future concerns of black women in the United States. (FG)

Tivnan, Terrence Pierson, Donald E.

Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project.

Pub Date-Mar 82
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diagnostic Tests, Educational Diagnosis, Interpersonal Competence, Kindergarten Children, Longitudinal Studies, *Parent Participation, Parent School Relationship, Pilot Projects, *Preschool Children, *Preschool Education, Program Descriptions, *Program Evaluation, *School Readiness
Identifiers-*Brookline Early Education Project

Initial results from the Brookline Early Education Project (BEEP) are presented. The project provided a comprehensive set of educational and diagnostic services to families and children from birth up until entry into kindergarten. Teacher ratings and independent observers recorded the classroom behavior of program participants as well as a group of comparison children. The analyses focused on identifying children who did not reach minimum standards in school social and mastery skills. Classroom observations indicated that fewer children who participated in the project were having difficulty. The results favored the BEEP participants, particularly in the area of social skills. These results were consistent regardless of the family background characteristics that were considered. On the teacher ratings there were no overall effects, but significant interactions between program participation and family background characteristics indicated that participating children generally had fewer problems than comparison children in those subgroups where problems would ordinarily be expected to be more prevalent. The study reported here is still in progress. Important future steps will be to look for program impact in other areas in order to obtain a more comprehensive picture of school competence, including health, parent involvement and developmental status. (Author/PN)

ED 221 133 HE 015 481

Yamada, Ken

Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile.

United Methodist Church, Nashville, Tenn. Board of Higher Education and Ministry.

Pub Date- 81

Note-9p.; Part of larger study, in progress, Ethnic Race Composition of Enrollment in United Methodist-Related Colleges and Universities, 1976-1980.''

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Colleges, *Black Students, *Church Related Colleges, *College Desegregation, College Students, Enrollment Trends, Females, Higher Education, Liberal Arts, Males, National Surveys, *Racial Distribution, Two Year Colleges, Universities

Identifiers-*United Methodist Church

United Methodist-related colleges and universities maintained black enrollment at 9 percent of the total student body consistently during the period 1976-80, keeping pace with the growth in overall enrollment. Many institutions showed a decline in black student enrollment in 1978, with a significant increase in 1980, particularly in the universities, liberal arts II colleges, and two-year colleges. A gradual shift is seen in distribution of black students between predominantly black and non-black institutions. The rate of increase of female black student enrollment, at 2.8 percent per year, mirrors the overall female enrollment increase. Black male enrollment declined by 0.4 percent per year, against overall male enrollment increase of 0.3 percent. Universities, comprehensive colleges, liberal arts II, and two-year colleges have the greatest black female enrollment. Although predominantly non-black institutions showed a consistent increase in black students, the 11 black institutions continue to play a major role in higher education for blacks, enrolling nearly half the total black students in United Methodist-related colleges and universities. The contribution to higher education of these black institutions is felt to fulfill a high priority in the church's mission. Survey results are displayed in tables, with some narration. (MSE)

ED 221 169 IR 010 340

Survey of Library Service in Local Correctional Facilities.
American Library Association, Chicago, Ill.
Pub Date-Feb 80
Note-267p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Correctional Institutions, Financial Support, *Library Materials, Library Personnel, *Library Services, Library Surveys, Prisoners, *Public Libraries, Questionnaires

Presented here are the results of a systematic attempt to document on a national scale the existence, quality, and quantity of library service provided to an often neglected segment of the public: the inmates, both adult and juvenile, housed in city and county jails, detention centers, work farms, half-way houses, diagnostic treatment centers, or other local correctional institutions. Entries are provided for all 50 states and each state report includes (1) a narrative summary giving a general overview of the types of materials and services provided, funding, problem areas, how service began, and hopes for the future; (2) a directory giving names and addresses of libraries serving correctional facilities in any capacity; and (3) a chart giving details of services, staffing, and materials provided by those libraries with extensive or varied programs. An introduction describes the background of the survey upon which the listings are based, and a copy of the questionnaire used to gather information from relevant state and local authorities is included. (Author/JL)

ED 221 190 IR 010 361

The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.

Association of Research Libraries, Washington, D.C.; Research Libraries Group, Branford, Conn.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.

Pub Date-Mar 82

Note-23p.; Report on a meeting (Washington, DC, October 14, 1981).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Administration, *College Libraries, Higher Education, Library Administration, Library Cooperation, *Library Expenditures, Library Planning, Library Role, Models, *Money Management, *Research Libraries, Resource Allocation, Teacher Participation

Identifiers-National Planning

A major conclusion reached by 18 university, academic and administrative officers, library directors, economists and management specialists, who met in October 1981 to explore issues related to the financial management of academic research libraries, is that current approaches to cost reduction are only short-term solutions. These approaches are identified as better library planning, management and control; reduction of acquisition budgets; consolidation of branch libraries; cooperative ventures; increased use of technology; and remote storage. Group discussions reported address the changing role of research libraries; the lack of information about library and university operations and expenditures; the proliferation of published information; and the need for large amounts of capital investment in library technology. Attention is focused on six areas including library service and operating models; organizational patterns with emphasis on library decentralization; acquisition and preservation policies; storage and retrieval strategies incorporating new technology; the research library's role in scholarly communication; and the place of the research library in the economy and programs of the university as a whole. Suggestions are also made for a coordinated approach to the financial problems of research libraries on a national level. Appendices comprise a list of participants, an agenda, and a discussion guide for the meeting. (ESR)

ED 221 265 PS 013 002

Hoffman, Sandra Josephs
Literacy and Child Rearing.
Pub Date-82
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Rearing, *Early Experience, Ethnography, *Family Environment, Family Influence, *Language Acquisition, *Literacy, Longitudinal Studies, Preschool Children, Preschool Education, Reading Aloud to Others, *Reading Readiness, Reading Research
Identifiers-*Prereading Activities, *Pretend Reading, Single Subject Designs

Fourteen examples of literacy events'' in the reading development of one preschool-age boy are described by the boy's mother, a parent-researcher who conducted a case study of her son's interaction with his literate home environment. Field notes were kept in a household diary, and audiotapes were made of the child's storytelling and retelling, of his mother's reading aloud to him, and of the verbal communication between mother and son during morning car rides to nursery school. These records served as a basis for analyzing how reading-related behaviors underscore early literacy. In addition, artifacts were collected, such as samples of the child's writing, typing, drawing, magnetic letter creations, and dictated stories. Data were subclassified under three general categories of behavior: (1) reading-wise'' behaviors, including book handling and pretend reading; (2) book reading'' behaviors, consisting of activities closely related to the reading ritual; and (3) early reading/print'' behaviors, subsuming the child's experiences with reading print and words. Examples from all three general categories are discussed in terms of their relevance to several issues in the area of reading development. Concluding remarks point out the significance of the larger case study, on which this article is based, for understanding the development of literacy. (RH)

ED 221 386 SE 039 194

Resnick, Lauren B.

Syntax and Semantics in Learning to Subtract.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Report No.-LRDC-1982/8

Pub Date-82

Note-23p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Addition, *Computation, Educational Research, Elementary Education, *Elementary School Mathematics, *Error Patterns, *Mathematics Instruction, *Subtraction

Identifiers-*Mathematics Education Research

This paper is concerned with the role of meaning and understanding in the acquisition of computational skill in subtraction. Evidence on the syntactic nature of subtraction errors is reviewed, with common bugs'' described. Then, data collected from interviews with four children are summarized in terms of their semantics of concrete representations of the base system, procedures for adding and subtracting with concrete representations, semantics of the writing code, procedures for written subtraction and addition, and mapping. Finally, linking syntax and semantics and why mapping works are discussed. (MNS)

ED 221 405 SE 039 380

Brun, Judy K., Ed.

Nutrition Education Research: Directions for the Future. National Dairy Council, Rosemont, Ill.

Pub Date-80

Note-77p.; Proceedings of the Nutrition Education Research Conference (Chicago, IL, December 4-6, 1978).

Available from-National Dairy Council, 6300 North River Road, Rosemont, IL 60018 ($4.00).

Pub Type- Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-*Behavior Change, Cultural Influences, Educational History, Educational Trends, Elementary Secondary Education, Food, *Government Role, Higher Education, Nutrition, *Nutrition Instruction, *Program Evaluation, *Research Methodology, *Research Needs, Teacher Education

Identifiers-*Nutrition Education Research

A Nutrition Education Research Conference was hosted by the National Dairy Council on December 4-6, 1978. Specific purposes of the conference were to: (1) examine historical foundations; (2) analyze governmental activities; (3) determine current status; and (4) identify priorities for future efforts. The conference's general sessions focused on historical aspects of nutrition education research, on the role of the Federal Government in these endeavors, and on the current state of the art. In four different discussion groups, conference participants considered research related to specific areas (nutrition education methodology, cultural influences on food choices, behavior change, and evaluation of educational programs). Titles of papers presented in these proceedings are: Historical Foundations for Nutrition Education Research; Nutrition Education Research and the Federal Government; Philosophy and Focus for Nutrition Education Research; Viewpoints and Suggestions: Action in Nutrition Education; Current Studies as Bases for Future Research in Nutrition Education; Cultural Influences on Food Behaviors; Food Behavior Change and Its Description; Evaluation of Nutrition Education Programs; and The Future of Nutrition Education Research. (Author/JN)

ED 221 425 SO 014 218

Beardsley, Donna A.

Plotting the Historical Changes in American Secondary School Geography, 1910-1982.

Pub Date-25 Aug 82
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Content, *Educational Change, *Educational History, Educational Research, *Educational Trends, Geographic Concepts, *Geography Instruction, Secondary Education, Teaching Methods

Research on predominant methods, content areas, and concepts in geography instruction in the secondary schools from 1910 to the present is reported. Data were collected from the Journal of Geography'' and other professional journals, newspapers, geography teacher training textbooks, social studies teacher training textbooks, yearbooks of the National Council for the Social Studies and the National Council for Geographic Education, and the How to Do It Series'' of methods for teaching the social studies. A chart, labeled by decade, was developed to organize the data. Each time a method, content area, or concept was determined to be important, it was noted on the chart. Results indicated that the emphases in teaching methods have changed from being factually oriented, memorized, nontechnological, and teacher centered to conceptual, individualized, technological, student-centered activities. The content of geography education has evolved from physical geography, emphasizing the analysis of regions of the western world, to a human geography emphasizing relations of regions throughout the world. Finally, geographical concepts have changed from an emphasis on environmental determinism and isolationism to man-land relationships and international goodwill. (Author/KC)

ED 221 489 SP 020 973

Diener, Thomas Owens, Otis Holloway

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.

Alabama Univ., University. Inst. of Higher Education Research and Services.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Grant-NIE-G-79-0009
Note-15p.; For related document, see SP 020 995.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affirmative Action, Educational Opportunities, Educational Research, *Educational Researchers, *Females, Higher Education, Institutes (Training Programs), *Minority Groups, *Professional Development, Program Design, *Program Effectiveness, Research and Development Centers, Research Skills
Identifiers-*Project Growth, University of Alabama

A federally funded project at the University of Alabama, Project Growth, was developed in response to the need for more participation by women and minorities in educational research and leadership. The project emphasizes both professional and personal growth experiences, with broad exposure to a variety of research topics. A comprehensive, specifically formulated search strategy is used to recruit pre- and post-doctoral scholars as candidates for the 1-year project. Stipends are offered, and personal and professional growth contracts are required of each participant. Program activities include workshops, seminars, practice information interviews, and attendance at local, state, and national professional meetings. Individualized programs of work, study, and writing are developed for each scholar, and opportunities are provided to refine speaking and presentation skills. Scholars are urged to expand their expectations and goals and to find one or more mentors to assist them in proposal development and in finding employment. Project Growth has succeeded in recruiting and training women and minority scholars who are now in leadership positions, through a low-cost program that has benefited both the university and the education profession. (FG)

ED 221 527 SP 021 084

Kisabeth, Kathryn L.

Game Skill Development.

Pub Date-Oct 81

Note-15p.; Paper presented at the meeting of MAHPERD (Deep Creek Lake, MD, October 17, 1981).

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Elementary Education, *Games, *Kinesthetic Perception, Lesson Plans, Motor Development, *Movement Education, Perceptual Motor Learning, *Personal Space, *Physical Activities, *Physical Education, Psychomotor Skills

Before discussing the development of skills for playing elementary school physical education games, this document lists basic assumptions about children, movement education, games, and elementary school physical education. Four basic concepts, which are common to all team games, are identified: (1) use of personal and moving space and finding space; (2) stopping foot position, and moving into and out of stops; (3) dodging; and (4) partner space awareness. These concepts are discussed in the light of the assumption that movement skills are the building blocks to successful participation in games and that movement is learned through practice and carefully planned experiences. Each concept is described, and suggestions are given for activities that will develop movement skills that children will use in playing games and participating in sports. A sample lesson is presented. (JD)

ED 221 546 SP 021 134

Brown, Diane, Ed. And Others

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).

Pub Date-Sep 81

Note-68p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Administration, Economic Development, *Educational Assessment, Educational Legislation, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Government School Relationship, Nontraditional Students, *School Districts, *School Support, *School Taxes, Sex Fairness, Student Attitudes, Teacher Education

Identifiers-*Oklahoma

Speeches, panel discussions, and a debate from the 1981 Oklahoma Conference on Education are presented. The topics of the speeches are: (1) administrative decision making in institutions of higher education and the effects of state legislation (Barbara Uehling); (2) experiences of an American hostage in Iran and subsequent feelings about the American education system (William F. Keough); and (3) the financial status and local concerns of school districts (Vincent Reed). Excerpts from panel discussions are included, which deal with: (1) ad valorum taxes in Oklahoma; (2) educating the nontraditional student; (3) state government-mandated curriculum; (4) federal role in education; (5) achieving sex equity in education; (6) students' perspectives on high school and adult education; (7) the image of public education as presented in the media; (8) the role of education in economic development; and (9) staff development and teacher orientation. A debate on the merits of tuition tax credits versus a voucher system is included. Brief statements from Governor George Nigh, Senator Roger Randle, and Representative Jim Fried precede the conference material. (FG)

TM

ED 221 565 TM 820 588

Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date- 80
Note-75p.; For related documents, see TM 820 589-592.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingualism, Documentation, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Literature Reviews, Needs Assessment, Program Development, *Program Evaluation, Program Implementation, Summative Evaluation, *Technical Assistance, *Workshops

This introductory text is designed to accompany workshop instruction in evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. Areas in which evaluation can lead to improved bilingual practice and how a model appropriate in evaluation of bilingual programs can best be used to facilitate that improvement are considered. A review of legislation, a literature review and experience in the field indicate that the most pressing technological and methodological issues relate to the selection or development of appropriate assessment instruments and evaluation designs. Evaluation is defined as the process of selecting, collecting, and interpreting information for the purpose of keeping various audiences informed about a program. The process of creating a bilingual program is discussed as taking place in four phases: needs assessment; program planning; formative evaluation; and summative evaluation. Documentation is presented as an integral part of program development and evaluation. It should fully describe the bilingual practices followed in the program and those events and processes which interact to achieve outcomes. Bilingual program diversity and its implementation, ranging from program type chosen to provisions made for community participation and considerations in planning bilingual evaluations, are discussed. (PN)

ED 221 624 UD 022 517

Genova, William J. And Others

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.

TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Dec 81
Contract-400-79-0076
Note-55p.; For other documents in this series, see UD 022 515-518.
Pub Type- Reports - General (140) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Attendance, Educational Assessment, *Educational Environment, Educational Improvement, *Equal Education, *Ethnic Groups, *Family Environment, *Family School Relationship, Junior High Schools, Perception, *Racial Differences, Sex Differences, Social Development, Socioeconomic Status, Student Attitudes

This report summarizes results of ethnographic research and a survey on how home climate, school climate, and interaction between the two might affect learning and school behavior among students of different racial/ethnic groups, sex, and socioeconomic background; and provides guidelines for measuring and improving equity in multicultural schools. Based upon a study conducted among seventh graders of five different ethnic groups in several schools in Boston, Massachusetts, it is concluded that: (1) outcomes vary among different ethnic groups within the same school; (2) some schools are more equitable than others; (3) schools vary more than homes; and (4) higher ratings of school climates than home climates on a number of factors often lead to positive school outcomes (higher achievement and higher attendance). Use of a survey questionnaire developed for the study is suggested for educators who wish to determine general school climate and to measure the extent of equity in schools. Indicators of school outcomes and school climate are described, and ways in which selected school climate characteristics might be improved are discussed. A procedure presented for improving equity in multicultural schools considers such steps as initiative-taking; forming school improvement teams; developing a team work plan; setting clear purposes; collecting assessment data; analyzing data; developing a school improvement plan; implementing the plan; and evaluating results. (Author/MJL)

ED 221 642 UD 022 542

Spencer-Dunbar, Louise Hall
The Effects of Contingency Management as a Means of Reducing Truancy.
Pub Date-Jul 76
Note-33p.; Requirements for Education 795 A, Seminar, School of Education, San Diego State University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attendance, Behavior Modification, *Contingency Management, Grade 9, Junior High Schools, *Performance Contracts, *Rewards, *Truancy

Based on the assumption that truancy is a discrete form of behavior alterable by manipulation, rather than just a symptom of some underlying problem, an experiment among ninth graders investigated the effect of contingency management (using rewards to effect behavior changes) on truancy. Identification of habitual truants to participate in the study was made during the first phase. In the second phase, participants were subjected to the treatment, contingency management, which consisted of a contract between participants and the school counselor for each participant to have daily class attendance based on a specially formulated reward schedule. In the third phase, the reward system was replaced by group meetings at which attendance and related topics were discussed. In the fourth phase, instead of rewards or conferences, only regular school policy on truancy governed class attendance. Results showed a statistically significant, steady decline in truancy among participants through all phases of the study, while a control group demonstrated no truancy decline. It was suggested that the behavior modification techniques in the second and third phases influenced truancy reduction in the experimental group. In the last phase, the truancy rate was higher for the control group than for the experimental group, but the difference was not statistically significant. (MJL)

ED 221 285 PS 013 055

Spangler, Katherine L.

Cognitive Styles and the Mexican-American Child: A Review of Literature.

Pub Date-Oct 82

Note-17p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Measurement, *Cognitive Style, *Cultural Differences, *Definitions, *Ethnic Groups, Literature Reviews, *Mexican Americans

To provide documentation for the argument that Mexican-American (or Chicano) children in the United States tend to have a cognitive style differing from that of their Anglo-American classmates, the relevant literature is selectively reviewed. The review is organized in three sections, focusing respectively on the definition of cognitive styles, the measurement of cognitive styles, and ethnic/cultural variations in cognitive styles. It is concluded that ``cognitive style'' is a general term referring to a conglomerate classification of many psychosocial behavioral domains in which two polar dimensions, differentiated and integrated styles, can be identified. It is further concluded that there is adequate research to support the notion that different ethnic groups have differing tendencies in cognitive style, but caution is suggested in applying these general findings in educational contexts. (RH)

ED 221 306 PS 013 085

Telzrow, Cathy F. Hartlage, Lawrence C.

Reaction Time as a Predictor of PPVT Performance in Preschoolers.

Cuyahoga Special Education Service Center, Maple Heights, OH.

Pub Date-Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Cognitive Ability, Identification, *Measures (Individuals), *Motor Reactions, *Preschool Children, *Reaction Time

Identifiers-*Brain Hemispheres

The relationships between reaction time (RT), movement time (MT), visual hemi-space preferences in RT and MT, and the Peabody Picture Vocabulary Test (PPVT) were investigated in order to evaluate reaction time as a measurement practice with very young children. The sample was composed of 49 white, middle-class children ranging in age from 24 to 77 months and clustered into three age categories. A variation of the reaction time device described by Jensen (1980, 1981) was used to record RT and MT scores. All testing was conducted individually by a certified school psychologist in the child's home or in a regularly attended day care center. Results suggest that, since performance time was shown to decrease with age, both RT and MT are developmental phenomena. Significant correlations between RT, MT, and PPVT scores suggest that RT and MT may be related to general cognitive ability. Since median RT is correlated significantly with right hemi-space RT but not with left, visual hemi-space differences also provide support for the concept of psychological intelligence. (RH)

ED 221 325 RC 013 597

Mata, Robert L.

Local District to MSRTS/SIS Cross-Referencing Assistance.

Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date-Sep 80
Note-66p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Records, *Basic Skills, Dial Access Information Systems, Elementary Secondary Education, Individualized Instruction, Intermediate Administrative Units, *Mathematics Achievement, *Migrant Education, Minimum Competencies, Online Systems, *Reading Skills, Regional Cooperation
Identifiers-Bakersfield Individualized Process, Brigance Diagnostic Inventory of Basic Skills, Brighton Reading Individualized Skills Continuum, Houghton Mifflin Elementary Mathematics Series, Houghton Mifflin Reading Series, *Information Transfer, Mathematics Skills, *Migrant Student Record Transfer System, PIRAMID Project, Program for Learning in Accordance with Needs

The following six district skill guides are cross-referenced to the Migrant Student Record Transfer System (MSRTS) Skills Lists: Bakersfield Individualized Process (BIP) Reading and Developmental Skills Continuum for Mathematics, Brigance Diagnostic Inventory of Basic Skills, Brighton Reading and Individualized Skills Continuum (BRISC) Math Curriculum Guide, Houghton Mifflin Reading/Math Series, Programmed for Learning Accordance with Need (PLAN), and Project: Individualized Reading and Mathematics Inter-District (PIRAMID). All six district skill guides are cross-referenced to the specific skill and/or subtopic of the MSRTS skills lists. Guidelines for cross-referencing district skill lists to MSRTS cover advantages and disadvantages of cross-referencing, items needed for the process to be done, members of the cross-referencing team, and general approaches for cross-referencing skills. Overviews of the BIP Reading and Developmental Skills Continuum for Mathematics provide a listing of the components of the reading and mathematics guides, basic steps to implement each one, procedures to diagnose, organizational patterns to implement a diagnostic-prescriptive individualized reading program, and procedures for prescribing instruction. (NQA)

ED 221 345 SE 035 015

Thompson, Maynard And Others
Number Theory. Mathematics-Methods Program Unit. Student Manual Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14624-x
Pub Date-76
Grant-NSF-GY-9293
Note-201p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Answer Keys, *College Mathematics, Elementary Education, Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Mathematical Concepts, Mathematics Instruction, *Preservice Teacher Education, *Problem Solving, Supplementary Reading Materials, *Teaching Guides, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program, *Number Theory

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to mathematical topics for the elementary teacher. In addition to an introduction to the unit and an overview of number theory, the student text has sections on divisibility, prime numbers, and factorization; problems and problem solving; applications, connections, and generalizations; and an appendix that presents a detailed example of problem solving. The instructor's manual parallels the pupils text and provides comments and suggested procedure, major questions, rules for materials preparation, and answers to problems in the student document. (MP)

ED 221 466 SP 020 509

Irvin, Richard F.

Methods for Successfully Teaching Student Athletic Trainers.

Pub Date-82

Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Higher Education, Injuries, *Instructional Development, *Professional Education, Teacher Behavior, *Teacher Effectiveness, *Teaching Methods, *Trainers

Identifiers-*Athletic Trainers

Athletic trainers teach in a variety of situations. These situations might include: (1) teaching an athlete a rehabilitation routine; (2) teaching a group of athletes a preventive procedure; (3) teaching one or more athletic training students in a practicum or internship situation; (4) teaching a formal theory athletic training class; or (5) teaching a workshop, clinic, or seminar. Becoming an effective teacher takes some planning. In preparing a lesson or lecture, athletic trainers should take into account: (1) selection and organization of the content; (2) selection of the presentation methods; (3) instructional resources; (4) conditions for successful learning; and (5) evaluation of teacher effectiveness. (JD)

Erbschloe, Ross

Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.

Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Pub Date- 82

Note-111p.

Available from-Department of Higher and Adult Education, Arizona State University, Tempe, AZ 85297.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Capital, College Students, Community Colleges, *Enrollment Trends, *Federal Aid, Grants, Postsecondary Education, Private Colleges, Proprietary Schools, Resource Allocation, Scholarship Funds, *State Aid, State Colleges, Student Employment, *Student Financial Aid, *Student Loan Programs, Trend Analysis, *Work Study Programs

Identifiers-*Arizona, College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, State Student Incentive Grants, Supplemental Educational Opportunity Grants

Types of student financial aid are described, and data are presented on student financial aid at Arizona postsecondary institutions for 1972-1981. In 1980-1981, 214,107 or 92.1 percent of the total students in all Arizona postsecondary institutions were surveyed. Enrollment data are presented for public universities, private four-year and graduate level colleges, public community colleges, private community colleges, and proprietary schools. In addition to a graph showing the total number and dollar amounts of all student aid awards for the 9-year period, a more detailed breakdown is provided by category of institution, with percentages of the total amount of aid dollars awarded in each category for each year. The dollar amounts increased substantially for each of the five sectors, and only the private community colleges failed to show a rise in the number of aid awards. While proprietary schools had 6.6 percent of the students enrolled in 1980-1981 and received 22.5 percent of the total student aid dollars, the public community colleges had 52.3 percent of the students, but received 14.4 percent of the aid dollars. The major sources of aid to students are discussed: scholarships and grants, student employment, and student loans. Specific programs that are described include: the Arizona State Student Incentive Grant Program, Pell Grants, Supplemental Educational Opportunity Grants, College Work Study, National Direct Student Loans, and Guaranteed Student Loans. Trends in Student Aid are reviewed by category of institution and by the source of aid. In addition, an introductory section presents background information about the evolution and processes of financial aid in the United States. (SW)

ED 221 210 IR 010 385

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19.

National Library of Australia, Canberra.
Report No.-ISBN-0-642-99247-9
Pub Date-81
Note-44p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($3.75).
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, Foreign Countries, Government Publications, Indexing, *Information Centers, Information Needs, Information Scientists, Librarians, *Library Services, National Libraries, *Online Systems, *Reference Services, Tourism, Travel, *Videotex
Identifiers-*Australia, Channel 2000, OCLC, *Prestel

As part of its continuing interest in evaluating new technological developments, including videotex, the National Library of Australia presents a synopsis of a 1981 study by Insearch Ltd. and an in-house assessment of the potential usefulness of interactive videotex services for the Australian business and library communities. The Insearch study involves demonstration of Prestel International and British Prestel to librarians or information specialists from eight libraries and three business information centers, the collection of 303 questions received at these organizations and selected as appropriate for answering on Prestel, and follow-up interviews with study participants to ascertain their reactions to videotex. Evaluation of questions collected and difficulties in study methodology are discussed. The study finds that Prestel's incomplete information base and inadequate indexing are seen as hindrances to its general reference usefulness. Further reactions to videotex, suggestions for videotex applications, comments on U.K. and U.S. library/videotex studies, and proposals for continuing research conclude this report, with a sample data collection form and an extensive bibliography provided as appendices. Following Insearch's report is a brief assessment of videotex and libraries completed by the National Library of Australia in May 1981. This appraisal finds little potential for Prestel as an information source or as a vehicle for National Library information provision, but recommends monitoring of further developments in the field. (ESR)

ED 221 229 IR 050 025

Eckard, Helen

Statistics of Public Libraries, 1977-1978.

National Center for Education Statistics (ED), Washington, DC.

Report No.-NCES-82-204

Pub Date-82

Note-253p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 065-000-b0136-5, $6.50).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Degrees (Academic), Library Acquisition, *Library Collections, Library Equipment, *Library Expenditures, Library Facilities, Library Materials, *Library Personnel, *Library Services, Library Surveys, *National Surveys, *Public Libraries, Reference Services

Identifiers-Library Funding, *Library Statistics, Library Users

Based on a study of U.S. public libraries which was part of the 1977-78 Library General Information Survey (LIBGIS), this statistical report updates a similar 1974 publication. A definition of public libraries as used in the survey is provided, as well as information on public library service outlets, equipment, staffing, receipts, expenditures, collections, circulation activities, interlibrary loans, usage, opening hours, and physical facilities. The text of the report provides comparisons with the 1974 survey and is illustrated by 14 tables. Two appendices present a discussion of survey methodology and 30 extensive tables with statistical data arranged by region, population served, and library metropolitan status. Selected report findings are listed as follows: (1) there were 8,456 public libraries in the United States in 1978 with over 8.5 million weekly visitors; (2) public libraries circulated over 986 million items and provided 8.8 million interlibrary loans; (3) approximately 4 million reference questions were answered and in-library use of materials exceeded 3 million; (4) libraries received over $1.5 billion during fiscal year 1977 and expended over $1.4 billion; (5) library collections totaled over 439 million volumes with over 26 million volumes added in 1978; and (6) 53 percent of public library professional staff had graduate degrees. (ESR)

JC

ED 221 247 JC 820 441

Campbell, Ronald

Developmental and Remedial Education: A Survey of AACJC Pub Date-1 Oct 82

Note-16p.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, Adult Students, *College Credits, *College Role, Community Colleges, *Developmental Studies Programs, National Surveys, *Program Development, *Remedial Programs, Two Year Colleges

Identifiers-*Monroe County Community College MI

Although Monroe County Community College (MCCC) has been concerned about students with academic deficiencies since its founding in 1964, attempts to address this problem have been unsuccessful. Remedial courses, offered between 1965 and 1969, were discontinued due to lack of enrollment, and diagnostic testing of students for counseling and class placement were discontinued in light of concerns that the increasingly older student population was reluctant to take such tests. Other concerns included the role of grade inflation in masking the need for remedial education; questions about the validity of granting college credit for below college-level work; and the increasing costs of providing remedial/developmental courses. In 1981, in light of improved college finances and staff recommendations for the establishment of a Developmental and Remedial Center, MCCC's president conducted a survey of 903 community colleges investigating various dimensions of developmental learning at the community college level. Survey results, based on a 70.76% response rate, included the following: (1) 98% of the institutions offered remedial or developmental courses; (2) 81% awarded credit for remedial course work, with 48% awarding regular college credit; and (3) 38% of the respondents felt remedial courses should be offered for credit, but not apply to transfer; while 16% felt no credit should be awarded for remedial work. The study report discusses the implications of the findings for MCCC and includes the survey instrument and results. (KL)

ED 221 387 SE 039 195

Carmichael, J. W., Jr. And Others

Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.

Xavier Univ. of Louisiana, New Orleans.
Pub Date-81
Note-86p.; For related document see ED 204 103
Available from-Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 ($7.80 for Workbook and $6.00 for Instructor's Manual).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstract Reasoning, Biology, Chemistry, College Mathematics, *College Science, Higher Education, Learning Processes, Mathematics Education, Physics, *Problem Solving, Science Education, Science Experiments, *Science Instruction, *Summer Science Programs, *Teaching Methods
Identifiers-Project SOAR

This manual was developed to provide guidance to individuals working in Project SOAR (Stress on Analytical Reasoning), a pre-freshman summer program for science majors anticipating matriculation at Xavier University of Louisiana. Following an overview of Xavier University and Project SOAR and an outline of general instructions, specific instructions are provided for Piagetian-based laboratory experiments, computer programming, cognitive therapy, vocabulary, and quiz bowl competitions. A general description, materials needed, and comments on exploration/invention/application are provided for each of the 20 SOAR experiments, organized as learning cycles. The experiments (five each from biology, chemistry, physics, and mathematics) were developed to stress five major problem-solving components (Piagetian formal operations): control of variables, proportional reasoning, combinatorial reasoning, probability, and recognizing correlations between variables. Schedules, general comments, and instructional strategies for instructors and group leaders are provided for computing programming, cognitive therapy, vocabulary-building sessions, and quiz bowl competitions (designed as a motivational strategy). (Author/JN)

ED 221 445 SO 014 280

Perkins, Linda Marie

Black Feminism and Race Uplift,'' 1890-1900. Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Grant-NIE-G-78-0236

Note-33p.; For a related document, see SO 014 279.

Pub Type- Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Attitudes, Black Employment, Black History, *Black Leadership, Black Organizations, *Blacks, *Females, *Racial Discrimination, *Racial Relations, Slavery, United States History, *Whites

In spite of lack of support from white women, educated black women concentrated their efforts on better conditions for the uneducated and the poorer among them during the late 19th century. Their primary concerns were education and employment opportunities, suffrage, the defense of black female morality, and the condemnation of lynching. The philosophy of black female leaders was that they received their education for the elevation of the race. They believed in the moral superiority of women, that the degraded state of the black race was a result of the degraded state of its women, and that only through the actions of black women would their lot improve. Few white women were supportive of black causes. Even suffragists Susan B. Anthony and Elizabeth Cady Stanton placed color above principle in an attempt to gain support of southern white women. Thus, black women either formed organizations such as the National Association of Colored Women or worked independently on behalf of their race, often condemning the actions and attitudes of white women. Although the 20th century saw an increased interracial cooperation among women, distrust of white women still prevailed. (Author/KC)

ED 221 586 TM 820 620

Turner, W. E. And Others

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Jul 81
Note-148p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Achievement Gains, *Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, *Institutionalized Persons, *Mathematics Instruction, Parent School Relationship, Performance Factors, Preschool Education, *Program Evaluation, *Remedial Reading, Student Development
Identifiers-*Elementary Secondary Education Act Title I

The Title I programs in the Wichita (Kansas) Public Schools were evaluated. The academic year programs included corrective reading, elementary mathematics, programs for children in neglected and delinquent institutions, prekindergarten programs, and a continued parental education program. Summer programs included basic primary and corrective reading, elementary mathematics, neglected and delinquent children's programs, and tuition scholarships. A brief evaluation report of each program discusses the scope, budget, pupil and personnel participation, performance objectives and attainment of achievement gains within the given Title I requirements and procedures. Positive normal curve equivalent (NCE) scores were tha major performance measures examined in pretest and posttest comparisons. Recommendations are presented with the emphasis on basic skills improvement and changes in funding regulations. (CM)

ED 221 606 TM 820 648

Malvin, Janet And Others

Evaluation of Two Alternatives Programs for Junior High School Students.

Pacific Inst. for Research and Evaluation, Napa, Calif.

Pub Date-Jun 82

Note-27p.; For related document; see ED 213 740.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Objectives, Cross Age Teaching, *Drug Abuse, Junior High Schools, *Junior High School Students, Observation, *Program Evaluation, Questionnaires, Self Evaluation (Individuals), Summative Evaluation, *Tutoring

Identifiers-School Stores, *Service Learning

Based on the alternatives approach to drug abuse prevention, two service opportunity courses were offered to 8th and 9th grade students. Students in Cross-Age Tutoring were taught tutoring and communication skills and spent one period, 4 days per week tutoring elementary students. Students in School Store (a service opportunity developed for this study) were taught business and interpersonal skills and operated an on-campus store. Students who volunteered for either course were matched and one student from each pair was randomly assigned to receive the course while the other served as a control. All students were pre- and post-tested via a self reporting Student Questionnaire, observations and interviews, and most students participated in follow-up testing 1 year later. Affective and drug-specific measures were collected, with positive effects of the courses hypothesized for self-esteem, attitudes toward school, attendance, locus of control, and discipline problems.

Results indicated negligible effects for either course, although students rated the courses favorably. Discussion of results is in terms of shortcomings of the courses themselves and limitations of the school-based model of alternatives to drug abuse and calls into question the efficacy of incorporating service opportunity prevention strategies within the school curriculum. (Author/PN)

ED 221 117 HE 015 460

Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date-82

Note-188p.; Not available in paper copy due to small print.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, *College Students, Economic Factors, *Eligibility, *Federal Aid, Federal Legislation, *Financial Problems, Grants, Higher Education, *Retrenchment, *Student Financial Aid, Student Loan Programs

Hearings are presented of the Committee on Labor and Human Resources, U.S. Senate, on the impact of federal student aid reductions in Vermont and Connecticut. Statements by various college administrators, college students, citizens, and state legislators are provided. More than half the students who attend higher education institutions in Vermont receive federal aid in the form of grants and guaranteed loans, amounting to almost $50 million in the 1981 school year. It is suggested by Senator Robert T. Stafford that cuts in federal student assistance will have a severe impact on the ability of qualified Vermonters to attend schools of higher education, and that cuts have been proposed at a time when college costs are increasing faster than the general rate of inflation. According to Senator Lowell Weicker, Jr., many of the students who attend colleges and universities in Connecticut receive federal aid in the form of grants and student loans. The aid totals almost $281 million in the 1981 academic year. Comments and panel discussions are presented by presidents of colleges in Vermont and Connecticut and by other concerned officials and people affected by the proposed cuts. The president of Trinity College suggests that adoption of the Senate Appropriations Committee recommendation for the Special Educational Opportunities Program would mean a projected one-third reduction, and the changes in the guaranteed student loan program would affect 70 percent of the students enrolled half time or more. In general, the reductions that have been outlined would result in an increase of unmet needs from $2,500 in 1981 to $3,300 in 1982. In order to fund students with only $2,500 remaining need, 16 percent of current aid recipients will be unable to attend Trinity College, Vermont. An article on the costs versus benefits of competitive employment for mentally retarded persons by Ken Schneider and others is appended. (SW)

ED 221 170 IR 010 341

Cooperative Catalog Conversion Study. Final Report.
Peat, Marwick, Mitchell and Co., Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Minnesota State Dept. of Education, St. Paul.
Pub Date-Sep 81
Note-357p.; Performed through the Six Minnesota Regional Library Systems Catalog Study Advisory Group.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Cataloging, Computer Output Microfilm, *Costs, *Library Catalogs, Library Cooperation, *Library Networks, Library Personnel, Library Services, Online Systems, *Public Libraries, Regional Programs, *Specifications, Tables (Data)
Identifiers-*Catalog Conversion, Mini MARC, *Minnesota, OCLC, Vendors

Cost estimates provided by cataloging vendors during January 1981 are analyzed to identify the costs of catalog conversion options and alternatives to the card catalog for six Minnesota regional library systems. Following an executive summary of the study is a discussion of its background, scope, objectives, data gathering methodology, and analytical approach. The activities and alternatives associated with library catalog conversion (including catalog and file maintenance, current cataloging, retrospective conversion, and library cooperation) are examined and the non-personnel costs of cataloging alternatives (retaining the present system, developing an online or computer output microform system, or the use of OCLC or Mini MARC data) are outlined. Personnel costs are then reviewed, with discussions of present cataloging methods, the productivity of alternatives, and staffing requirements. A comparison of total costs, a consideration of collective versus individual actions, and a summary of study recommendations are presented, and the tasks involved in conversion planning are described. Specific conversion costs for the Crow River, East Central, Kitchigami, Northwest, Lake Agassiz, and Viking Library Systems, and for a six-region cooperative, are outlined. A request for bids for a microform catalog and a comprehensive set of cost tables accompany the text. (JL)

ED 221 266 PS 013 021

McMurray, Georgia L. Kazanjian, Dolores P.

Day Care and the Working Poor: The Struggle for Self-Sufficiency.

Community Service Society of New York, N.Y.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Apr 82
Note-154p.
Available from-Community Service Society of New York, 105 East 22nd Street, New York, NY 10010.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-After School Day Care, Blacks, Case Studies, *Child Caregivers, Comparative Analysis, *Day Care, Early Childhood Education, *Employed Women, Federal Legislation, Financial Support, Followup Studies, Hispanic Americans, *Low Income Groups, *One Parent Family, Program Descriptions, Public Policy, *Public Support, Questionnaires, Surveys
Identifiers-Latchkey Children, *New York (New York)

This follow-up study of a 1979 survey of families involved in New York City's public day care program is based on field interviews with a random sample of 211 families in contact with the program in the past 4 years. Section 1 of this report describes the Agency for Child Development's day care programs for children from low-income working families and provides a description of the family survey, a rationale for and summary of results of the follow-up study, an overview of current funding patterns for day care, and recommendations. In section 2, lines of inquiry pursued in the follow-up study are described, including discussion of how families managed after being terminated from the day care program, what stresses they experienced, and how they rated the alternative arrangements they made. The several subsections of section 3 describe the following aspects of the follow-up study: (1) characteristics of the families involved; (2) choices made, criteria used, and barriers encountered by parents selecting child care; (3) difficulties in quantifying the number of children left alone while parents work; (4) alternatives used by families terminated from public day care or waiting to be enrolled, including a comparison between custodial and public day care; (5) satisfaction of parents with their day care arrangements; (6) case examples; and (7) the relationship between employment and child care. Related materials are appended. (Author/RH)

ED 221 286 PS 013 056

Theisen, Barbara Jim

Cross-Cultural Spanking Practices Implications for Parenting and Education.

Pub Date-82
Note-8p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28-May 1, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Anglo Americans, Blacks, *Child Rearing, College Faculty, College Students, Comparative Analysis, *Corporal Punishment, Cross Cultural Studies, *Discipline, *Ethnic Groups, Hispanic Americans, *Parent Attitudes
Identifiers-Asians

In a pilot study undertaken with the students and faculty members at the campus of Eastern New Mexico University, a cross-cultural survey was taken to determine whether levels of physical aggression in childrearing practices varied between cultural groups. Specifically, spanking as a form of discipline was studied among groups of 13 Anglo-Americans, 11 Blacks, 120 Hispanics, 13 Native Americans, and 15 Asians. Results of the survey showed that there were no significant differences with regard to treatment as children or treatment of children all groups admitted to having been sometimes spanked'' as children and to later also spanking their own children. Where alternatives to spanking were concerned, Native Americans and Asians were least likely to give or withhold rewards to discipline their children, while Hispanics and Asians were the most likely to use shame. Anglo-Americans expressed the highest level of reservation about their actions; Hispanics and Blacks expressed lesser reservations (as did Native Americans), and Asians expressed no reservations. (Author/MF)

ED 221 365 SE 039 122

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-72p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit-Investigations in Mathematics Education; v15 n3 Sum 1982
Pub Type- Collected Works - Serials (022) - Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Calculators, *Cognitive Processes, Educational Research,

Elementary Secondary Education, *Evaluation Methods, Higher Education, Learning Theories, *Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, Student Attitudes, Testing
Identifiers-*Mathematics Education Research

Fourteen research reports related to mathematics education are abstracted and analyzed. Five studies deal with aspects of mathematics instruction, and there are four reports each on mathematics achievement and on two cognitive processes. The remaining items concern calculators, attitudes, and aptitude-treatment interaction. Research related to mathematics education reported in CIJE and RIE between January and March 1982 is also noted. (MP)

ED 221 426 SO 014 219

DuVall, Suzanne Carroll

Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers.

Pub Date-11 May 82

Note-69p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Federal Government, Geographic Regions, *Influences, *Legislators, *Political Affiliation, Political Science, Predictor Variables, Presidents, Religion, Seniority, Sex, Social Science Research, *Voting

Identifiers-*Conservatism, Liberalism

Voting patterns in the 97th United States Congress (1981), in which the Senate was under Republican control for the first time in 30 years, are analyzed. The study measured conservatism from congressional voting analyses made by the Americans for Democratic Action (ADA), Americans for Constitutional Action (ACA), and the Conservative Coalition (CC). The ratings were restricted to roll call votes in both the House and the Senate. Also each member of Congress was rated according to how supportive he or she was of President Reagan's position on each bill. Variables included congressional members' seniority, party, religion, region, and sex. Results indicated that conservatism is predicted by a combination of factors, the strongest being political party (Republican) and region which the legislator represents (South). The legislator's support for the President's position on each bill was also statistically significant. The religion and sex of the legislators showed no significance. Finally, although seniority had no significance in the Senate, it showed a relationship to liberalism in the House. Recommendations for further research include a redefinition of regional variables, an analysis of freshman congressional voting behavior, and a study of membership on major standing committees. (KC)

ED 221 509 SP 020 995

Diener, Thomas Owens, Otis Holloway
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
Alabama Univ., University. Inst. of Higher Education Research and Services.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Grant-NIE-G-79-0009
Note-95p.; For related document, see SP 020 973.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Affirmative Action, Educational Opportunities, Educational Research, *Educational Researchers, *Females, Higher Education, Institutes (Training Programs), *Minority Groups, Participant Satisfaction, *Professional Development, Program Design, *Program Effectiveness, Research Skills, Training Methods
Identifiers-*Project Growth, University of Alabama

This four-part report describes a federally funded program at the University of Alabama which provided postgraduate personal and professional development activities to women and minority group scholars. The goals of Project Growth are described: (1) to provide opportunities for advanced study and research of significant educational problems; (2) to demonstrate institutional policies and practices that strengthen involvement, professional growth, and opportunity for advancement of minority persons and women who are involved in educational research; and (3) to increase and disseminate knowledge on methods of achieving the foregoing purposes. Part 1 gives background information on the inception of the project, its growth, and its position within the university. Part 2 describes accomplishments of the project, recruitment and selection procedures, and project activities. A list of the writings of participants is included. Part 3 consists of evaluative and descriptive comments by individual participants in the first year of Project Growth. In part 4, the progress of Project Growth is summarized, and plans for the future are outlined. Appendices provide a favorable report on the project by an external evaluator, a sample information brochure, and agendas for 12 project workshops. (FG)

ED 221 528 SP 021 085

Edelfelt, Roy A.

Review and Evaluation. Staff Development for School Improvement Program 1981-1982.

Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.

Pub Date-82

Note-136p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College School Cooperation, Cooperative Planning, *Decision Making, Elementary Secondary Education, Inservice Teacher Education, Needs Assessment, *Program Development, *Program Evaluation, School Effectiveness, *Staff Development, Teacher Administrator Relationship, *Teacher Participation

Identifiers-*Staff Development for School Improvement Program

The progress of the Staff Development for School Improvement (SDSI) program, developed by Eastern Michigan University, is reviewed and evaluated in this monograph. The primary emphasis of SDSI is to improve the quality of schooling through shared decision making at the school building level. Ownership of the change process by those participating is considered essential and as a natural by-product of shared decision making. This report provides a narrative section giving background information on decision making at SDSI, the role of university and schools participants, and observations and recommendations. This review section is followed by appendices including supporting documents: (1) an overview of the six-step process for staff development; (2) the staff development plan set up for a school district; (3) lists of basic program assumptions; (4) the 1982 year-end report of SDSI project schools; (5) university facilitator role and requirements; (6) summary report of a participating principals' meeting; (7) charts of the preliminary steps and the six-step model; (8) the evaluation rationale of staff development programs; and (9) an essay on the role of qualitative methods in evaluation. (JD)

ED 221 547 TM 820 540

Choppin, Bruce

Criterion-Referencing of Performance by Latent-Trait Scaling.

Pub Date-Oct 81

Note-12p.; Paper presented at the Annual Meeting of the Military Testing Association (October 26-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, *Criterion Referenced Tests, Diagnostic Tests, *Individual Testing, *Latent Trait Theory, Scaling, Student Evaluation, *Test Interpretation, Test Validity

Coventional true score approaches to criterion-referenced tests are not applicable when tests are used for classification. Criterion-referenced testing is now used frequently for educational decision making. The assumption is made that these instruments are to be considered as tests designed to classify into mastery'' and non-mastery'' groups, rather than to measure. There is no precise methodology in use to establish cut-off scores beyond which mastery can be assumed to have occurred. Latent trait modeling of test performance can enable straightforward criterion-referenced interpretations of test scores. A future expansion in the use of testing to diagnose the learning problems of individual students is foreseen. Individual diagnostic testing requires criterion-referencing of test performance, and of each item response. Criterion-referencing with latent trait models will become more useful as individual diagnostic testing becomes more prevalent. (Author/DWH)

ED 221 566 TM 820 589

Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date- 80
Note-152p.; For related documents, see TM 820 588-592.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Bilingual Education, Educational Planning, Elementary Secondary Education, *Evaluation Methods, Program Design, Program Evaluation, *Research Design, *Technical Assistance, Test Selection, *Workshops

This text is designed to accompany workshop instruction in developing an evaluation design for evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. It is organized into two separate workshop sessions: A: Basic Concepts in Design, and B: Selecting Evaluation Designs. Workshop A: Basic Concepts in Design, is an introduction to the concepts of threats to validity, controlled assignment and comparison, and the elements of design. It is designed for audiences with little experience in evaluation. Workshop B: Selecting Evaluation Designs assumes audiences are comfortable with the concepts and terminology in Workshop I and are now ready to consider the more technical and specific features of representative designs. This second workshop considers four planning questions: (1) What do I need to consider in selecting an evaluation design? (2) Which designs best fit the particular demands of bilingual education? (3) How can I adapt these designs to my particular setting? and (4) What other designs might be useful for special evaluation purposes? (Author/PN)

ED 221 643 UD 022 543

Dunbar, Louise H.

The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.

Pub Date-May 80

Note-129p.; Ed.D. Dissertation, Northern Arizona University.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age Discrimination, Cultural Awareness, Curriculum Development, Disabilities, *Ethnic Bias, Ethnic Groups, Females, Grade 8, Inservice Teacher Education, Junior High Schools, Males, Multicultural Education, Older Adults, *Racial Bias, *School Attitudes, Self Concept, *Social Bias, *Student Attitudes, Teaching Methods, *Values Clarification

Identifiers-Poway Unified School District CA

This study investigated the impact of values clarification in multicultural education as a teaching strategy to reduce racial and ethnic bias and prejudices against older people, women, and the handicapped among eighth graders at the Meadowbrook Middle School, Poway Unified School District, California. The study also examined students' general attitudes toward school. Before the workshop, social science teachers participated in a workshop on developing and implementing multicultural education units and teaching strategies. An assessment survey of students' multicultural attitudes was administered to the Meadowbrook subjects and to a control group, before and after the values clarification program. Results indicated that the values clarification strategy, as the experimental treatment,'' did not significantly reduce students' racial/ethnic prejudices or alter their attitudes toward school, although it improved students' ability to clarify their own attitudes and perceptions toward other ethnic groups. Initially positive attitudes toward the elderly, women, and the handicapped remained unchanged after the treatment. Male and female differences in attitudes and values were attributed to differences that existed before the treatment. No differences in attitude changes were found among the ethnic groups in the sample. (MJL)

ED 221 307 PS 013 093

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.

Development Associates, Inc., Arlington, Va.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Pub Date-1 Nov 77

Contract-HEW-105-75-1114

Note-132p.; For related documents, see ED 144 715, ED 160 235-248, ED 205 275-280, and PS 013 094.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Comparative Analysis, *Cost Effectiveness, Data Collection, Definitions, *Delivery Systems, Early Childhood Education, Expenditure Per Student, Formative Evaluation, Interpersonal Competence, *Program Costs, *Program Development, *Resource Allocation, Unit Costs

Identifiers-*Project Developmental Continuity, Project Head Start

Part 1 of the evaluation process for Project Developmental Continuity, this report presents and analyzes data on the utilization of resources during the third year of operation of 12 participating programs. The report is organized into three chapters, preceded by an executive summary and followed by appendices. Chapter 1 gives an overview of the project and its evaluation effort, discussing the purpose and organization of the report. Chapter 2 covers the basic design and methodology of the third-year cost study, while chapter 3 highlights and discusses the study's major findings. The appendices contain details about the third-year cost collection procedures, the data collection instruments, and the cost study standard definitions. (MP)

ED 221 406 SE 039 381

Pryde, Philip R.

Toward a Regional Geography of Renewable Electrical Energy Resources.

Pub Date-Jun 82

Note-41p.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Electricity, *Energy, Fuels, *Geographic Location, Higher Education, Maps, *Natural Resources, *Power Technology, Regional Characteristics, Solar Radiation, Wind Energy

Identifiers-*Alternative Energy Sources, *United States

It is postulated that many types of renewable energy resources, like fossil fuels, are amenable to regional availability analysis. Among these are hydropower, geothermal, ocean temperature gradient, wind, and direct solar energy. A review of the spatial attributes of each of these types reveals areas of the United States that contain comparative advantages for the conversion of one or more of these alternative forms into electrical energy. Combining the results of five separate studies produces a generalized map of alternative energy supply regions within the United States. (Author/JN)

SO

ED 221 467 SP 020 510

Halstead, Sue

A Proposed Athletic Training Curriculum Design.

Pub Date-82

Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Athletic Coaches, Certification, Clinical Experience, *Clinical Teaching (Health Professions), *Curriculum Design, First Aid, Higher Education, *Injuries, Medical Education, Medical Services, *Professional Education, *Trainers

Identifiers-*Athletic Trainers, Physical Education Teachers, Virginia

An athletic training curriculum for the training of high school coaches and physical education teachers in Virginia includes courses on: (1) athletic injuries a basic study of human physiology and anatomy relevant to different athletic injuries; (2) the art and science of sports medicine prevention, evaluation, treatment, and rehabilitation of athletic injuries; (3) emergency medical treatment; (4) practicum in athletic training a clinical and practical experience, enabling students to work with athletes in the treatment and rehabilitation of athletic injuries; (5) advanced athletic training diagnosing, treating, and rehabilitating orthopedic injuries particular to athletes; and (6) sport psychology. (JD)

ED 221 490 SP 020 974

Meehan, Merrill L.

Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 81
Note-52p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Competency Based Education, *Curriculum Development, Elementary Secondary Education, *Evaluation Criteria, Instructional Materials, Learning Activities, *Learning Modules, Material Development, *Programed Instruction, Systems Approach

This guidebook presents definitions, components, examples, evaluation criteria, and aids for the development and evaluation of Learning Activity Packages (LAP), which are sets of integrated, competency based instructional materials aimed at developing proficiency in one or more topics of instruction. The first chapter sets forth definitions, in operational terms, of four important concepts in the guidebook: Learning Activity Package, competency statement, terminal objective, and enabling objective. Major components of the LAP instructional system are defined and described in chapter 2 as: (1) competency statements; (2) rationale; (3) objectives; (4) instruction; (5) evaluation; and (6) feedback. Chapter 3 describes the organization and contents of the three main sections of LAP: the preliminary pages, the text, and reference matter. The fourth chapter sets forth a systematic process for the development and evaluation of LAPs. Explanations are given of each step in the process. The standard format and layout scheme employed in developing a LAP is outlined in chapter 5. The appendices include sample LAP pages, a detailed statement of work for contracts to write LAPs, and LAP evaluation forms. (JD)

ED 221 134 HE 015 482

Syverson, Peter D.

1981 Doctorate Recipients from United States Universities. Summary Report.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency-Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date-82

Contract-SRS-8112839

Note-48p.

Available from-National Academy Press, 2101 Constitution Ave., Washington, DC 20418.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration, Age, *Doctoral Degrees, Educational Background, *Enrollment Trends, Federal Aid, Fellowships, Females, *Financial Support, Foreign Students, Higher Education, *Majors (Students), Males, Marital Status, Minority Groups, National Surveys, Occupational Aspiration, Questionnaires, Research Assistants, Student Employment, *Student Financial Aid, Teaching Assistants

Identifiers-United States

Results of the 1980-81 Survey of Earned Doctorates, conducted by the National Research Council, are summarized in tabular, graphic, and narrative form. Research and applied-research degrees are included, but professional degrees are not. Highlights include these: total doctorates awarded were 31,319, 1 percent increase from the previous year; the proportion awarded to women increased from 30.3 to 31.5 percent, continuing a trend begun in 1965; women's participation increased in all major fields except the physical sciences; from 1971 to 1981, women doctorates in education more than doubled, with a 22 percent decrease for men; men's doctorates decreased by less than 1 percent from 1980 to 1981, the smallest decrease since 1973; the proportion of doctorates in engineering reporting foreign citizenship exceeded the proportion reporting U.S. citizenship; earnings, teaching assistantships, and research assistantships were reported by over 60 percent of doctorates as primary sources of support; women reported self-support (earnings, spouse's earnings, and family contributions) with greater frequency than men, with twice as many men as women reporting research assistantships as primary sources of support; and Asians reported the highest frequency of support from university sources and American Indians reported greatest support from self sources and, as did whites, from federal aid. The survey form, specialties list, and degrees included are appended. (MSE)

ED 221 191 IR 010 363

Thomas, Sharon D.

Interlibrary Loan Time and Motion Study, Colorado Western Slope.

Pub Date-May 81
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Interlibrary Loans, *Library Networks, Library Services, Library Surveys, Public Libraries, Questionnaires, *Regional Libraries, State Libraries
Identifiers-Bibliographic Center for Research CO, *Colorado (West), *Document Delivery, Library Statistics, *Turnaround Time

This report, which investigates turnaround time for interlibrary loans, presents a 1-month study of the interlibrary loan (ILL) process operating in the Western Slope areas of Colorado during 1980. It comprises introductory material presenting the importance, scope and limitations of the study, problem statement, hypothesis and term definitions; a review of the literature on interlibrary loans; analysis and interpretation of data collected from libraries in the Southwest, Pathfinder and Three Rivers sections of the Colorado Western Slope; and conclusions and recommendations on ILL procedures for the Western Slope. Sixteen figures provide data on the regional library service systems in Colorado and the amount of time needed for various stages in the ILL process. Appendices include samples of the forms and accompanying letter used in the survey and six tables giving figures for the number of libraries participating; the number of filled and unfilled ILL requests from the study period; the longest turnaround time for each step in the ILL procedure; and the median turnaround time for all types of requests studied (an average of 9 days), author/title requests (9 days), periodical requests (12 days), and subject requests (7 days). An 18-item bibliography is attached. (ESR)

ED 221 326 RC 013 598

Mata, Robert L. Garcia, Richard L.

Summer Principals'/Directors' Orientation Training Module.

Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date-Mar 81

Note-121p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility, Administrator Role, Definitions, Glossaries, Inservice Education, *Learning Modules, *Management Development, *Migrant Programs, Principals, Professional Training, *Program Administration, *Summer Programs

Identifiers-ESEA Title I Migrant Programs

Intended to provide current or potential project principals/directors with the basic knowledge, skills, abilities, and sensitivities needed to manage a summer migrant school project in the local educational setting, this module provides instruction in the project management areas of planning, preparation, control, and termination. The module consists of 12 instructional, individualized management instructions and evaluations. Each lesson contains an introduction, exercises, management instructions, and steps for evaluation. Grouped into four phases according to the project's life-span (planning, preparation, operational control, and termination), the lessons cover an introduction to project management, project definition, development of a work flow, time estimation, resource estimation and scheduling, project start-up, project information system, project operations (monitoring and control), problem-solving through management action, implementation of changes in project operations, and project termination. A glossary of project management terms and suggestions for tasks identification are included. The module concludes with noteworthy'' information for the following program components: reading, mathematics, career education, music, arts/crafts, medical/dental, food services, physical education, recreation, special education, English as a Second Language, transportation, identification and recruitment, administrative details, parent involvement, and community coordination. (NQA)

ED 221 346 SE 035 016

Thompson, Maynard And Others
Probability and Statistics. Mathematics-Methods Program Unit.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14626-6
Pub Date-76
Grant-NSF-GY-9293
Note-118p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Elementary Education, Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, Mathematical Concepts, *Mathematics Instruction, *Preservice Teacher Education, *Probability, Problem Solving, *Statistics, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to mathematical topics for the elementary teacher. In addition to an introduction to the unit and an overview, the text has sections on basic probability and its role in the elementary school, basic statistics and its role in the elementary school, and winding up (a review and extensions). (MP)

ED 221 446 SO 014 281

United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.

Johnson Foundation, Inc., Racine, Wis.; League of Women Voters Education Fund, Washington, D.C.; Overseas Development Council, Washington, D.C.

Pub Date-Feb 76

Note-35p.; Photographs may not reproduce clearly.

Available from-Johnson Foundation, 33 East Four Mile Road, Racine, WI 53402 (free).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Developed Nations, *Developing Nations, Economic Change, *Economic Development, International Programs, *International Relations, Living Standards, National Programs, Quality of Life, Technical Assistance, World Affairs

Identifiers-*Third World, *United States

The full texts of two speeches given at a Wingspread symposium in February 1976 deal with the exigency for a new international economic order which takes into account the needs of the developing nations, the reasons for conflicts between the developing and developed worlds, and the need for action now. Neville Kanakaratne, ambassador to the United States from Sri Lanka, states the case for a new international economic order. He discusses why there is a need to revise the economic order set up after World War II, describes the plight of the ordinary people of the Third World, and suggests three fields of international activity international trade, monetary system, and transfer of resources where there is opportunity to institute a new economic order. Dr. Carol Baumann, of the University of Wisconsin-Milwaukee, discusses four questions: (1) What has provided the sharp conflicts between the developed and the developing world and why do the problems of development necessitate the consideration of a new economic order? (2) What has led to the current pressures to create new worldwide institutions and policies to deal with these problems and conflicts? (3) What are the political, economic, and moral imperatives which face the United States in its dealings with the developing nations? and (4) Why is it crucial that the U.S. public be involved in developing U.S. policies toward the developing world? (Author/NE)

ED 221 625 UD 022 518

Genova, William J. And Others

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.

TDR Associates, Inc., Newton, Mass.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Dec 81

Contract-400-79-0076

Note-13p.; For other documents in this series, see UD 022 515-517.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Environment, *Educational Improvement, *Ethnic Groups, *Family Environment, Family School Relationship, Junior High Schools, *Outcomes of Education, *Student Attitudes

This paper summarizes a study that involved ethnographic research and a survey on how home climate, school climate, and interaction between the two might affect learning and behavior of students of different racial/ethnic groups, sex, and socioeconomic background. Major findings include: differences in student absences, academic achievement, and social ratings by race/ethnic group, socioeconomic class, sex, and school; similarities in home climate perceotions within ethnic groups; differences in school climate perceptions among students attending different schools; independent school and home climate effects (disregarding race/ethnic group, class, or sex) on school outcomes; and variously favorable or unfavorable effects of discrepancies between home and school climate perceptions on school outcomes, depending on the groups and factors being considered. The importance of improving student outcomes by general school climate improvement is emphasized. (MJL)

ED 221 211 IR 010 386

Second National Seminar on Library Services for the Handicapped, Papers
National Library of Australia, Canberra.
Report No.-ISBN-0-642-99249-5
Pub Date-81
Note-103p.; For related document, see ED 178 035.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($5.95).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Audiotape Recordings, Braille, Computers, Copyrights, Foreign Countries, Information Dissemination, *Information Needs, Interlibrary Loans, *Library Role, *Library Services, Mental Retardation, Perceptual Handicaps, *Physical Disabilities, Public Libraries, Talking Books, Union Catalogs, *Visual Impairments
Identifiers-*Australia, Kurzweil Reading Machine

Speeches, papers and summaries of group discussions from Australia's 1981 national seminar on library services for the visually, mentally and physically impaired are presented. The opening speeches are followed by papers on achievement and progress in library services for the handicapped since 1978 (the date of the first national seminar) (W. D. Thorn); the role and activities of the National Advisory Committee on Library Services for People with Disabilities (Senator G. Davidson); the implications of the National Union Catalogue of Library Materials for the Handicapped (NUC:H) (C. Law); the role of state and public libraries in meeting the information needs of handicapped people (K. Horn); the implications of the Copyright Act on the production of special format materials for the handicapped (P. Banki); the concerns of publishers regarding copying for the use of the handicapped (C. Makepeace); the potential of computer and data communications technology in information services for the handicapped (I. MacLeod); and the use of the Kurzweil Reading Machine for the visually impaired, as presented from three different viewpoints (M. Fialides, C. McKenzie, and B. Hewitt). The seven group discussion reports relate to interlibrary loans, standards for braille, standards for audio materials, standards for library service to the handicapped, promotion of library services to the handicapped, copyright considerations, and the information needs of the perceptually and mentally handicapped. Recommendations are provided. (ESR)

ED 221 248 JC 820 443

Slark, Julie

Reverse Transfer Student Study.

Santa Ana Coll., Calif.

Pub Date-Sep 82

Note-27p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, *College Transfer Students, Community Colleges, *Educational Attainment, Enrollment Influences, Females, Majors (Students), Males, Participant Satisfaction, Questionnaires, School Surveys, *Student Educational Objectives, Two Year Colleges, Two Year College Students

Identifiers-*Reverse Transfer Students

After a preliminary study revealed that 21% of all credit students at Santa Ana College (SAC) had previously attended a four-year institution, a further study was conducted to determine the educational interests and matriculation patterns of these reverse transfer students. A sample of 360 reverse transfer students was selected for interviews, representing 40 students from each of 9 categories based on educational attainment (i.e., completion of 60 units or less, or attainment of an associate degree or baccalaureate) and educational objective (i.e., vocational, transfer, or personal interest). Study findings, based on interviews with 67% of the sample, revealed that: (1) 36.7% of the students had previously attended a college located out of the state or outside the country; (2) 7% were simultaneously enrolled at a four-year institution; (3) business was the most popular major, followed by fire technology, electronics, and liberal arts; (4) 41% of the respondents left the four-year college because they had attained the degree they sought, and only 4% left because of academic difficulties; (5) respondents' satisfaction with SAC compared favorably with their satisfaction with the four-year college; and (6) of the transfer types identified, the largest group consisted of those who had completed 60 or more college units and were attending for vocational interest. The second largest group had also completed 60 or more units but were attending for personal interest. The interview schedule is appended. (HB)

ED 221 287 PS 013 057

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.

Alberta Dept. of Education, Edmonton.
Pub Date-10 Aug 82
Note-52p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Developmental Programs, Early Childhood Education, Foreign Countries, Guidelines, *Individual Needs, *Organizational Objectives, *Program Development, *Social Services, Staff Development, *Young Children
Identifiers-Alberta

Stating the beliefs, principles, goals, and dimensions of the Early Childhood Services (ECS) program, this document provides basic direction for parents, program staff, and community services in developing, implementing, and evaluating programs responsive to the developmental and special needs of young children and their families. ECS is a coordinated delivery system of local, regional, and provincial programs especially focusing on preschool children and their families, and including government departments responsible for health, social, educational, and recreational services. Intended for use by parents, staff, and community service workers, most of the material in this document centers on ECS program dimensions. Based on the philosophy and goals described in sections 1 and 2, the following dimensions are identified: physical development, (including health and physical skills), social development, emotional development, self-concept, intellectual and creative development, parent involvement, staff development, and community services. The dimensions are expanded in terms of objectives for parents, staff, community services, and young children. The basic components of ECS programs, as well as guidelines

for the development, implementation, and evaluation of programs and the identification of staff development needs, are discussed in terms of these identified program dimensions. (RH)

ED 221 366 SE 039 123

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Note-72p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).

Journal Cit-Investigations in Mathematics Education, v15 n4 Win 1982

Pub Type- Collected Works - Serials (022) - Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Development, Educational Research, Elementary Secondary Education, Higher Education, *Learning Theories, Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Spatial Ability

Identifiers-*Mathematics Education Research

The document opens with an editorial comment discussing the role of mathematics in teaching and learning. Then, 13 reports related to mathematics education are abstracted and analyzed. Three of the reports deal with problem solving, and another three look at aspects of cognitive development. There are two each on mathematics instruction, mathematics achievement, and learning theory. The remaining report deals with spatial perception. Research related to mathematics education as reported in CIJE and RIE between April and June 1982 is also noted. (MP)

ED 221 388 SE 039 196

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date-82
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demonstration Centers, *Demonstration Programs, *Disabilities, *Elementary School Science, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Mainstreaming, Program Descriptions, Science Education, *Science Instruction, Science Materials, *Secondary School Science

The Milwaukee Project is an attempt to provide science teachers at all grade levels with the background and support they need to involve handicapped students in a regular science class. Goals of the project include the improvement of preservice and inservice teacher training to prepare teachers to include the handicapped child in the mainstream and the preparation, modification, and dissemination of material resources which will help insure success for the individuals involved. To aid in the attainment of these goals, demonstration and inservice centers have been established at the elementary, middle, and high school levels where classroom teachers learn through observation and direct involvement to work with mainstreamed, handicapped students in regular classroom settings. The centers are regular classrooms following the regular curriculum. No special or unique equipment has been placed in these classrooms so that visiting teachers will see that, in most cases, materials need only be modified to achieve success. Teachers attending these centers work with handicapped students, performing the laboratory activity scheduled for that day. Operation of the centers, modification of class materials and teacher reaction are discussed. (Author/JN)

ED 221 407 SO 013 799

Gregory, George, Ed.

Incorporating Skills into Social Studies Programs, K-12.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-81

Note-62p.; 1982 reprint.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basic Skills, Conflict Resolution, Curriculum Development, Decision Making, Developmental Tasks, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Group Dynamics, Information Seeking, Learning Activities, Problem Solving, Process Education, Self Concept, Sequential Learning, *Skill Development, *Social Studies

Designed to assist schools in implementing developmental skills in the social studies programs for grades K-12, this guide is divided into seven sections. The first section, a literature review, cites publications on social studies skills. Section 2 gives an interdisciplinary view of shared skills in the New York state curriculum. Three skill charts in Section 3 are for developing a comprehensive skills program. Included are specific skills in getting, using, and presenting information; participating in interpersonal and group relations; problem solving; conflict resolution; decision making; self-management; decreasing egocentric, ethnocentric, and stereotypic perceptions; and developing constructive attitudes toward diversity, change, ambiguity, and conflict. Section 4 presents activities introducing or reinforcing social studies skills at particular levels. Section 5 suggests a procedure for implementing a social studies skills program and provides examples of record-keeping forms. In section 6, three assessment systems are included for checking student and program performances: a K-6 basic skill diagnostic test, an observational instrument, and a Project PASSS diagnostic system. The last section describes the monitoring of this social studies skills program. (NE)

ED 221 529 SP 021 093

Brophy, Jere E. And Others

Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No.-IRT-RS-116

Pub Date-Jun 82

Contract-400-81-0014

Note-21p.

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arousal Patterns, *Attention Control, Elementary Education, Expectation, Performance Factors, *Student Motivation, *Student Reaction, Student Teacher Relationship, Teacher Attitudes, *Teacher Influence, *Teaching Styles, Time on Task

The relationship between teachers' statements about classroom tasks and the degree of subsequent student engagement were studied to test the influence of teachers' expectations. Task presentation statements made by teachers in 6 reading and mathematics classes for the fourth, fifth, and sixth grades were classified according to 18 categories of expressed beliefs or expectations. Students' subsequent engagement with each task was coded as: (1) clearly engaged; (2) probably engaged; and (3) clearly not engaged. It was expected that engagement would be highest after positive expectation statements and lowest after negative statements. However, student engagement was generally higher when teachers moved directly into tasks than when they began with any presentation statement. Although the data suggested that negative task introductions are counterproductive, the parallel data for positive task introduction produced weak and ambiguous associations. The most likely explanation is that the data reflect the effects of situational factors of each task assignment, rather than the effects of the statements themselves or student motivation. Other factors for consideration in future research include the frequency of motivation attempts, task variables, and the size and design of research studies. (FG)

ED 221 587 TM 820 622

Dobrinski, Virginia Liechti, Carroll D.

Profiles of Performance in the Wichita Public Schools, 1980-1981.

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.

Pub Date-Nov 81

Note-167p.; Pages 9-94 are marginally legible due to small print.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Basic Skills, Elementary Secondary Education, Grade Equivalent Scores, Institutional Characteristics, School Districts, *Standardized Tests, *Student Evaluation, *Testing Programs, *Test Results

Identifiers-*Iowa Tests of Basic Skills, *Wichita Public Schools KS

The performance of pupils, individual schools, and the Wichita Public School System is depicted in a quantitative report of the results of the Iowa Tests of Basic Skills (ITBS) administered as part of the system's basic testing program. The ITBS battery measured vocabulary, reading, language, work-study and mathematics skills and results are given by grade within each school and the school system. Adjacent school and system data include enrollment, average attendance percentages, the number of regular classroom teaching positions and the teacher/pupil ratios. Test results for grades 3, 4, 5, 6, and 9 are presented in grade equivalent scores, percentile ranks and quartile points of score distributions. The ITBS results also indicate how the students compare in a specific area across grade and national results. The performance profiles indicate pupils' strengths and weaknesses and are used to help determine individual and group development programs. (CM)

Schaeffer, Gary A. And Others

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.

Pacific Inst. for Research and Evaluation, Napa, Calif.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date-May 82
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Objectives, *Drug Abuse, Elementary Education, *Elementary School Students, Experiential Learning, Experimental Teaching, Peer Relationship, *Prevention, *Program Effectiveness, Program Evaluation, Social Development
Identifiers-Human Development Program, *Jigsaw Method, *Magic Circle, My Opinion Survey, Self Observation Scale (Katzenmeyer and Stenner), Stanford Achievement Tests

A primary school drug abuse prevention program was evaluated. The program consisted of 2 years of Magic Circle on the Human Development Program (designed to positively influence students' social and emotional development via a teacher-led discussion of a particular topic) and 1 year of Jigsaw (a structured peer teaching method in which students teach part of the regular curriculum to fellow students). Student outcome variables included attitudes, norms, and behaviors regarding self, peers, school, and drugs. Data were obtained with the Self Observation Scales; a developed Student Questionnaire; a drug-related My Opinion Survey; the total reading and total mathematics stanine scores from the Stanford Achievement Test, Intermediate Level I; student attendance; and teacher ratings of student misbehavior. The 65 experimental and 98 control students were in the fifth grade at the study's end. No effects for boys but negative effects for girls were found on cooperative classroom climate, math achievement, and involvement in marijuana use. The lack of positive effects was consistent with earlier reports that found no pattern of effects for Magic Circle and Jigsaw when they were evaluated independently. (Author/PN)

UD

ED 221 150 HE 015 546

Eagle, Norman

An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology.

Pub Date-17 May 82

Note-40p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *College Freshmen, College Students, Discriminant Analysis, *Dropout Characteristics, Dropout Research, Grade Point Average, Higher Education, High Risk Students, Majors (Students), *Predictive Measurement, Predictor Variables, *Student Attrition

A system to identify the potential dropout was studied at a two-year urban institution. All entering freshmen participating in a compulsory freshmen orientation course were administered a biographical inventory during the fifth week of enrollment. An academic or scholastic index was derived, based on high school averages and basic skills placement scores in reading, writing, and mathematics. The spring 1981 group included 328 students, while the fall 1981 group involved 704 students. At the beginning of the second semester, all students were classified into one of four groups: dropout, failing index; dropout, passing index; returnee, failing index; or returnee, passing index. In addition, the spring 1981 cohort was reclassified at the beginning of the third semester. Each group was divided into those who had earned satisfactory academic indices and those who had not. Discriminant analyses were conducted using two, three, and four group criteria. After analyses were carried out on the total cohorts, the data were divided into four major curriculum areas: liberal arts, science and technology, nursing and medical laboratory technology, and business. A separate group of students was evaluated to cross-validate the proportion of correct group placements of known placements against a group of test students for whom placements were unknown. It is concluded that the system should not be implemented as it currently exists, and problems that prevented greater predictive success are briefly considered. Tentative findings suggest that the most important factors involved in student attrition may be related to ethnicity and language primacy, student commitment to educational goals, college workload, scholastic readiness, and ethnic group and marital status interactions. (SW)

IR

ED 221 171 IR 010 342

Hoover, Charles Brandhorst, Ted

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date-Jun 82

Note-45p.; Paper presented at the International Meeting or Educational Documentation: Present and Future (Florence, Italy, May 31-June 4, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Clearinghouses, Databases, *Educational Resources, Financial Support, History, Indexes, *Information Centers, Information Networks, Information Processing, *Information Services, *Organizational Objectives, Periodicals, Publications

Identifiers-*ERIC

This paper provides a brief history of the Educational Resources Information Center (ERIC), as well as an overview of the present status of the ERIC system, i.e., its management, technical operations, current products and services, current plans, and projected new activities.

After an account of the legislative mandate that resulted in the formation of ERIC, the organization's beginnings and early developmental history are recounted. A management perspective on the present state of ERIC is then presented, which includes an outline of ERIC's organizational mission, objectives, and functions; a summary of ERIC's structure; and a description of the governmental environment within which ERIC functions. The operational aspects of ERIC are also addressed, with specific attention devoted to ERIC system components (Central ERIC, the ERIC Clearinghouses, the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, the CIJE Publisher, the U.S. Government Printing Office, and online retrieval vendors), the roles of system components, controls for system coordination, and output products and services. Prospects for future ERIC activities are then addressed. Accompanying the text is a set of nine figures, tables, and graphs. (JL)

ED 221 230 JC 810 142

Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.
Report No.-ICCB-014
Pub Date-Dec 80
Note-29p.; Not available in paper copies due to the marginal reproducibility of the original document.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Programs, *Community Colleges, Cooperative Programs, Program Development, *Regional Programs, *State Programs, State Surveys, *Statewide Planning, Technical Education, Trade and Industrial Education, Two Year Colleges, *Vocational Education
Identifiers-*Illinois

All approved occupational programs in Illinois public community colleges are listed in this inventory, as well as the occupational programs to be implemented during 1982 through 1984. The occupational programs are listed according to Higher Education General Information Survey (HEGIS) numbers for the following program areas: business and commerce, data processing, health services and paramedical, mechanical and engineering, natural science, and public service related. In addition to indicating which colleges offer each of the programs, the inventory classifies the programs as: (1) district programs, which can be developed by any Illinois community college district if they are justified by employer demand, student interest, and available resources; (2) area programs, which are dependent upon the needs of a geographic area larger than a district; (3) regional programs, which serve a larger section of the state and are sufficiently specialized that no more than one would probably be approved for a region; (4) statewide programs, which are so specialized that only one or two would be approved in the state, but which would admit students from any district; and (5) cooperative programs, which are approved through contractual agreements with other institutions. If a program is proposed for implementation in the next 3 years, the projected date is indicated on the table. (KL)

ED 221 308 PS 013 094

Granville, Arthur C. And Others

Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.

High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.
Pub Date-Oct 79
Contract-HEW-105-78-1307
Note-108p.; For related documents, see ED 144 715, ED 160 235-248, ED 205 275-280, and PS 013 093.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Attrition (Research Studies), Classroom Observation Techniques, Comparative Analysis, Early Childhood Education, Interpersonal Competence, *Kindergarten Children, *Measures (Individuals), *Participant Characteristics, *Program Effectiveness, Spanish Speaking, Tables (Data)
Identifiers-Impact Studies, *Project Developmental Continuity, Project Head Start

Presented in this report are results from a study conducted to evaluate the impact of Project Developmental Continuity on children's development and academic achievement. Following the first chapter's introductory overview of the study's objectives and organization, chapter 2 documents the data collection methods and summarizes the analysis questions addressed in the remainder of the report. Chapter 3 presents the results of analyses designed to highlight the nature of the sample and the characteristics of the various instruments, including a presentation of descriptive data taken on the sample and an analysis of attrition patterns and the effects of attrition on the characteristics of the sample. Information about the instruments is then presented in terms of the distributions of scores, internal consistency and stability of individual measures, the factor structure of the battery, and the relationships of the measures to criteria of social competence.'' Chapter 4 examines treatment effects, presenting findings of program impact separately for English-dominant and Spanish-dominant samples. Finally, all results are summarized in chapter 5. A description of the instruments used in the study is appended. (MP)

RC

ED 221 427 SO 014 242

Butler, Diane
Education for a Multicultural Society: What Does It Mean? Of What Importance Is It in the Classroom? Curriculum Paper.
Queensland Dept. of Education, Brisbane (Australia).
Pub Date-Nov 81
Note-15p.; Photographs may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Education, Elementary Secondary Education, English Instruction, Foreign Countries, Learning Activities, *Multicultural Education, Social Studies, Student Projects, Teaching Methods
Identifiers-Australia (Queensland)

This document provides general principles and learning activities for multicultural education in elementary and middle schools in Australia. Participating schools integrated multicultural learning into the existing curriculum. The general principles which evolved from the project are that education for a multicultural society involves more than an examination of the literature, art, music, and architecture of a particular group. Parents and the wider society outside the school need to reinforce the aims of the multicultural program and, because multiculturism means different things to different people, differences of opinion must be accepted in the same spirit accorded to cultural differences. Activities to enhance students' sense of their multicultural society include reading variations of the same fairy tale, e.g., Cinderella'' in German and French translation and in English; displaying information about significant days celebrated by various ethnic groups; studying derivations of English words and learning foreign words for greetings; conducting reviews of multicultural resources in the school library; and researching special events, customs, and celebrations of different countries. The document concludes with a discussion of teaching social studies within a multicultural framework. (KC)

ED 221 468 SP 020 511

Keene, James S.

Anatomy and Selected Biomechanical Aspects of the Shoulder.

Pub Date-82

Note-9p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Anatomy, *Athletes, Biomechanics, First Aid, *Human Body, *Injuries, Motor Reactions

Identifiers-*Shoulders (Human Anatomy)

This paper focuses on the anatomy and functions of the shoulder that are relevant to the evaluation and treatment of athletic injuries. A discussion is presented on the four basic components of the shoulder mechanism: (1) super structure bony components; (2) moving parts joints involved; (3) motor power musculature; and (4) communications network brachila plexus. (JD)

ED 221 491 SP 020 975

Lehr, Terry

The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date- 82
Note-41p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beginning Teachers, Career Change, *Career Choice, Educational Trends, Elementary Secondary Education, Graduate Surveys, *Schools of Education, State Surveys, Teacher Certification, Teacher Education Programs, *Teacher Employment, *Teachers, Teacher Supply and Demand, Teaching (Occupation)
Identifiers-*Pennsylvania

This publication presents data concerning individuals who received initial teacher certification for the 1980-81 school year in Pennsylvania. All institutions in Pennsylvania having teacher education programs (a total of 83) responded to the survey. Charts and tables provide statistics on: (1) trends in teacher preparation, employment, and certification from 1971 to 1981; (2) initial certificates issued by type of preparation by institution and by occupation, 1971 to 1981; (3) occupations in 1981 of teachers prepared in 1981, by field of study and by level of teaching; and (4) occupations in 1981 of teachers prepared in 1981 for combined or special education positions. (JD)

ED 221 510 SP 020 997

Morris, A.

The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.

Pub Date- Mar 82
Note-527p.; Master's Thesis, University of Queensland (Australia).
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Administrator Attitudes, Admission Criteria, *Change Strategies, Educational Diagnosis, Educationally Disadvantaged, Foreign Countries, *Mainstreaming, Program Development, *Resource Teachers, *Role Conflict, Secondary Education, Special Education, Statewide Planning, Student Evaluation, *Teacher Attitudes, *Teacher Role
Identifiers-Australia (Queensland)

The evolution of the role of secondary school resource teachers, introduced in Queensland (Australia) in 1974 was examined through findings in research literature, interviews with key school personnel, a survey of resource teachers, and case studies of four schools. Data were collected from 1976 to 1978. The resource teacher program was introduced to provide appropriate learning experiences in the classroom for students of varying academic abilities. The program was needed because of a newly reorganized comprehensive state secondary school system, which created larger, more diverse classes. Experienced teachers were trained as resource teachers, in accordance with recommendations of the Joint Advisory Committee on Secondary Education, but suffered from the committee's unfamiliarity with the introduction of large-scale changes and the lack of role specificity. Through questionnaires, resource teachers described their duties and the amount of time they worked with individual students, groups of students, teachers during class, and as regular classroom teachers. By 1978 a desire to become more involved with class activities was seen, and lack of school support was often noted. Four types of resource teachers were identified, based on the amount of time spent with students in class as opposed to time spent teaching in a special resource classroom. Four schools that exemplified these models were chosen for case studies; observations and questionnaires focused on resource teacher roles, responsibilities, and needed changes. Inadequate planning accounts for many of the problems that beset the program. (FG)

ED 221 548 TM 820 556

Lairon, Mary A. And Others

Developmental Changes in the Induction of Semantic Relations.

Pub Date-Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, *Classification, *Cognitive Processes, Elementary Education, Elementary School Students, *Induction, Language Acquisition, Language Processing, Language Research, Semantics

Relational-inference, a process associated with developmental change in performance on classification items, was investigated in two experiments. The accuracy and latency with which 20 subjects at each of 3 age levels (8, 11, and adult) stated relationships among concepts were tested. In experiment 1, 40 triplets of concepts related by a class rule and 40 by a property rule were presented. Eight-year-olds were slower and less accurate than the 11-year-olds and adults, especially on property rule items. Experiment 2 explored semantic memory search processes in more detail by examining the hypothesis that the inference process would be negatively affected if an initial inference for a pair of terms had to be revised when a third term was added. Items reflecting five types of class and property rule combinations were examined. Revision items required more time than nonrevision at all age levels. Accuracy varied across ages and type of rule revision. When similar nodes and links exist, developmental differences are associated with the efficiency of activation and retrieval processes, with the effects of path activation on the subsequent activation of competing paths, and with changes in the contents of the network. (Author/PN)

ED 221 567 TM 820 590

Winters, Lynn And Others

Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date-Jun 80
Note-90p.; For related documents, see TM 820 588-592.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, *Bilingual Students, Educational Planning, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Program Evaluation, *Technical Assistance, Test Bias, Test Reliability, *Test Selection, Test Validity, *Workshops

This text is designed to accompany workshop instruction in student assessment technique for the purpose of evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. The contextual variables that affect the selection of appropriate student assessment instruments are summarized as a guide. Screening criteria (validity, reliability and practicality of test use) are discussed in the context of the program being evaluated, the program demands, and the constraints of data collection for bilingual programs. Managing the collection and reporting of test data, and features to consider when selecting a test for bilingual program evaluation are appended. (PN)

ED 221 644 UD 022 544

Orfield, Gary

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.

Joint Center for Political Studies, Washington, D.C.
Pub Date-82
Note-18p.
Available from-Joint Center for Political Studies, 1301 Pennsylvania Avenue, N.W., Suite 400, Washington, DC 20004 (no charge).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, Court Litigation, Elementary Secondary Education, Federal Legislation, *Hispanic Americans, *Public Policy, *Racial Integration, *Racial Segregation, Regional Characteristics, *School Desegregation
Identifiers-United States

Between 1968 and 1980, segregation of black students in the United States declined significantly, especially in the South. During the seventies, black segregation was reduced in all regions of the country, except in the Northeast which became more segregated. Increasing segregation was found in large, older industrial states and cities with extremely large minority populations and no major desegregation plans.

The greater progress in student segregation in the South and other states was related to thorough enforcement of Federal legislation and court orders on civil rights and desegregation. However, evidence of a small increase in segregation from 1978 to 1980, even in the South, suggested the need for government initiatives to sustain the momentum of increasing integration. The data showed no decline in Hispanic student segregation in the seventies, and suggested even greater segregation in the future. Hispanic segregation was found to be concentrated in areas, particulary in the West, with large and growing proportions of Hispanics. The analysis suggested that if the progress in racial integration that the South experienced is to be achieved in the North and West, clear policies must be formulated for large metropolitan areas where the entire city school district and some older suburbs have become predominantly minority areas. (Author/MJL)

ED 221 118 HE 015 461

Fink, Norman S. Metzler, Howard C.
The Costs and Benefits of Deferred Giving.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-ISBN-0-231-05478-5
Pub Date-82
Note-255p.
Available from-Columbia University Press, New York, NY.
Pub Type- Books (010) - Reports - Research (143) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-College Administration, *Cost Effectiveness, Endowment Funds, *Fund Raising, Higher Education, Marketing, *Money Management, Nonprofit Organizations, *Private Financial Support, *Trusts (Financial)
Identifiers-*Deferred Giving, Donors, *Pomona College CA

It is argued in this book that while there can be a significant payoff for deferred giving programs, it is important to determine their cost effectiveness. Modern business methods of cost accounting, benefits analysis, and actuarial and econometric forecasting are applied to the Pomona College plan, whose study was supported by Lilly Endowment, Inc. The book provides valuable working tools for determining what is involved in a successful planned giving program, what the program will cost, what the criteria are for gift acceptability, and what are reasonable expectations from gift annuities, charitable remainder unitrusts, annuity trusts, and pooled life income funds. After chapter 1 places planned and deferred giving programs in appropriate context, the second chapter examines the problem to be solved: How do the parties determine the present value of the future interest? Succeeding chapters describe the origin of the Pomona Plan, and the college's marketing of its annuity and trust program. The methodology findings of the joint study of the authors and representatives of Ernst & Whinney are reviewed, followed by description of a method for evaluating the criteria for acceptability of deferred gifts and the management of life income gifts and annuities. Among the conclusions are: the time-consuming efforts necessary to collect data and to perform the arithmetic calculations are worthwhile; trust management is the key to operating a cost-effective deferred giving program; and donor motivation plays a significant part in determining the cost effectiveness of a deferred giving program. Appendices, a glossary, a bibliography, and an index are provided. (LC)

Lutzker, Marilyn

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.
Pub Date-81
Note-53p.
Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *College Libraries, Government Publications, Higher Education, Information Seeking, Legal Education, *Library Guides, *Library Instruction, Newspapers, Online Systems, Primary Sources, Reference Materials, Statistical Data, Undergraduate Students
Identifiers-*Criminal Justice, National Commission Reports

This introductory guide to basic library research tools in the field of criminal justice was compiled for use by students at the John Jay College of Criminal Justice as part of the Library Instruction Program. Included are chapters on devising a search strategy; the use of the card catalog; encyclopedia and dictionaries; indexes and abstracts; newspapers and newsletters; governmental and non-governmental documents and reports, particularly major national commission reports; statistics; directories; bibliographies; the use of legal material including law books, encyclopedias, dictionaries, periodical indexes, and sources of U.S. federal and New York state law; and computer searching. A selective annotated bibliography is provided for each type of secondary source material. The final chapter describes primary sources for the study of criminal justice in the John Jay Library. (Author/ESR)

ED 221 267 PS 013 026

Fernie, David

Who Flies, Who Cries? Children's Understanding of People from Television and Real Life.

Pub Date-Sep 80

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, September 1-5, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Beliefs, *Characterization, Comprehension, Critical Thinking, *Elementary School Students, *Fantasy, *Identification (Psychology), *Kindergarten Children, Males, Perceptual Development, Primary Education, Social Cognition, Television Research, *Television Viewing

Identifiers-Differentiation, Person Perception, Reality

The purpose of this study was to investigate, in a broad sense, children's understanding of various types of people in two social domains: television and real life. Specifically, the study was designed to solicit information about (1) the physical and psychological abilities and vulnerabilities children would attribute to television characters and real people, (2) the kinds of knowledge children of various ages would bring to bear in judging how people varied in their reality, and (3) the nature and extent of children's personal involvements with these models. A total of 70 kindergarten and elementary-age boys were presented with photographs of realistic television characters (such as Tom Bradford from Eight is Enough''), mixed realistic characters (such as Fonzie from Happy Days''), or unrealistic characters (such as Superman). Children were then asked to respond to 25 forced-choice questions about that person's attributes and to pick one character they wished they were and to give their reason for the selection; this procedure was repeated until each child's top four choices were obtained. In general, results indicated that the reality status of television and real people is evident to all children during the elementary years, but that children of various ages differ in how they interpret these differences among people. (MP)

ED 221 347 SE 035 017

Thompson, Maynard And Others
Experiences in Problem Solving. Mathematics-Methods Program Unit.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14628-2
Pub Date-76
Grant-NSF-GY-9293
Note-62p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, Mathematical Concepts, *Mathematics Instruction, *Preservice Teacher Education, *Problem Solving, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to mathematical topics for the elementary teacher. In addition to an introduction to the unit and some perspectives on problem solving, the text has six activity sections titled: In Search of a Strategy; Looking for Another Strategy; To Find a Third Strategy; Now Try Your Hand; Reflection on Your Experiences; and Helping Children Solve Problems. (MP)

ED 221 626 UD 022 519

Turker, A. Vural

Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (ED), Washington, DC.

Pub Date-82

Note-36p.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Academic Aptitude, Academic Aspiration, Administrator Role, *Advantaged, Community Involvement, Compensatory Education, *Disadvantaged Youth, *Family Characteristics, Foreign Countries, Grade 9, High Schools, *Individual Characteristics, Parent Participation, School Guidance, Self Concept, *Student Attitudes, Teacher Role

Identifiers-*Turkey (Ankara)

Research among ninth graders in Ankara, Turkey, compared individual and family characteristics of socioeconomically disadvantaged versus advantaged students; investigated the educational issues these students faced; and examined major educational and guidance problems of the disadvantaged. Results indicated that, compared to advantaged students, disadvantaged students tended to be older; spent more of their early years in small villages; indicated that relationships in their families showed more negative characteristics; indicated lower levels of education considered necessary for success in life; expressed less satisfaction with instructional methods but had similar opinions as advantaged students about teachers and schools; demonstrated lower self-esteem but similar educational aspiration levels; preferred humanities courses (versus advantaged students' preference for science); had lower morale and less positive attitudes toward the future; and demonstrated lower levels of academic achievement. The data suggest the need to provide compensatory education and other educational opportunities to help to bring disadvantaged students up to the cultural levels of the advantaged before requiring them to attain satisfactory levels of school achievement. Some possibilities for such opportunities are presented and discussed under five categories, as defined by issues relating to: (1) curricula; (2) teachers; (3) schools and school administrators; (4) guidance specialists; and (5) families and communities. (Author/MJL)

ED 221 135

HE 015 485

Berry-Caban, Cristobal S.
Mexican American and Puerto Rican Prospective Engineering Students.
Latino Inst., Reston, Va.
Spons Agency-National Action Council for Minorities in Engineering Inc., Washington, DC.
Pub Date-10 May 82
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Academic Aptitude, Academic Aspiration, Career Choice, College Bound Students, College Entrance Examinations, *College Freshmen, Comparative Analysis, Educational Background, *Engineering Education, Family Income, Higher Education, *High School Students, Majors (Students), *Mexican Americans, Minority Groups, *Occupational Aspiration, Parent Background, Parent Influence, *Puerto Ricans, Role Models, Student Characteristics

Data pertaining to Puerto Rican and Mexican American prospective engineering students, obtained from a 1978 survey conducted by the Minority Engineering Education Effort, are analyzed. Of the total population of 2,423 respondents, 426 were Mexican American and 122 were Puerto Rican. The study population was identified as interested in attending a four-year college and undertaking a quantitative curriculum; those surveyed were among the top two-thirds of scorers taking college entrence examinations. Twenty-six percent of the Puerto Rican respondents lived in Puerto Rico, while 39 percent lived in New York. Seventy-two percent of the Mexican American respondents lived in California and Texas. The majority of the respondents were in the last 2 years of high school, while about 20 percent were in their freshman year of college. Approximately 37 percent of the parents of the Hispanic respondents had less than a high school degree. The median income for the Mexican American households was $14,350, which was $1,750 higher than the median income for Puerto Rican respondents. Fifty percent of the Mexican American students' fathers were employed in engineering or architecture, compared to 41 percent for Puerto Ricans. Approximately 10 percent of the Mexican American students' mothers were employed in engineering or architecture, compared to 11 percent for Puerto Ricans. Information is also presented on siblings, Scholastic Aptitude Test scores, high school performance, career choice, parental and counselor influence, degree sought, and role models. Nearly 74 percent of the respondents were acquainted with minority engineers or scientists, and the majority of the students expected to obtain a master's degree in engineering. (SW)

ED 221 249 JC 820 445

Groff, Warren H.

Strategic Planning for Community Services and Continuing Education.

Pub Date-Oct 82

Note-47p.; Paper presented at the Annual Conference of the National Council on Community Services and Continuing Education (Detroit, MI, October 10-13, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Planning, College Role, Community Colleges, *Community Services, Continuing Education, *Futures (of Society), Institutional Research, Labor Force Development, *Long Range Planning, Organizational Objectives, Statewide Planning, *Technological Advancement, *Trend Analysis, Two Year Colleges

Identifiers-*North Central Technical College OH

Suggesting that technological changes are leading to a transformation from an industrial to an information society, this paper examines the role of strategic planning within this process. First, the paper explains the maturation of community college mission priorities in the post-World War II period. Next, a conceptual framework is presented concerning the changing nature of society and the implications of this change for postsecondary educational planning. This framework takes into account the role of computers and market research in postsecondary education, in terms of the tools that can be utilized and the colleges' options and priorities. A description is then provided of the way in which futurism is incorporated into North Central Technical College's strategic planning and human resources development model. This description includes a series of assumptions and discusses thier implications for institutional and developmental goals and objectives. Finally, the paper considers the ramifications of the onset of the computer literate, high technology, information society for strategic planning and management in community services and continuing education, covering the areas of human resource development, organizational development, and community development. Appendices include survey findings on organizational training and education programs and areas of institutional research activity at two-year colleges. (HB)

ED 221 327 RC 013 599

P.A.C. Training Guide Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date-27 Oct 81

Note-54p.

Language-Spanish; English

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advisory Committees, *Leadership Responsibility, *Migrant Programs, Parent Associations, *Parent Participation, Parent School Relationship, *Parliamentary Procedures, *Training, Training Methods

Identifiers-Agenda Setting, *Parent Advisory Councils

Intended to give Parent Advisory Council (PAC) members exposure to their roles and responsibilities, the guide, written in Spanish and English, provides information on how to train PAC members on parliamentary procedures (Roberts Rules) and the importance of agendas and agenda construction. The guide's eight sections cover the rules/regulations, duties of the PAC, responsibilities of the operating agency, duties of the president, the necessity for an agenda, typical meeting agenda, parliamentary procedures, four tips in training parents, the requirements for parental involvement, council requirements, the need to set standards at PAC meetings, definition of four types of motions, and procedures for deciding the outcome of the motion. Examples of the various motions are provided. Some suggestions on how to improve parental involvement in the Migrant Education Program are appended. The suggested ideas, resulting from a national institute held for Title VII bilingual program administrators, cover ways to involve the PAC in a local migrant program, basic points that parents should be made aware of in PAC training sessions, how to relate with migrant parents, concerns of migrant parents regarding the migrant program, and kinds of strategies that can be used to minimize and eliminate confrontations between PAC's and school districts. (NQA)

ED 221 367 SE 039 126

Campbell, Patricia F. McCabe, George P.
Factors Relating to Persistence in a Computer Science Major. Technical Report Purdue Univ., Lafayette, Ind. Dept. of Statistics.
Pub Date-May 82
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence, College Science, College Students, *Computer Science, *Computer Science Education, *Educational Background, Engineering Education, Higher Education, *Majors (Students), Science Education, Sex Differences, *Student Characteristics

The pre-college entrance variables of freshmen computer science majors (N 256) were reviewed to determine which variables were related to persistence in the major. Students who persisted in computer science, engineering, or another science differed from those students who left for an academically dissimilar goal in their SAT-Math and SAT-verbal scores, their high school rank, and their background in high school mathematics and science. Sex differences were also noted such that males were more persistent in the scientific and engineering majors than were females. Discriminant analysis indicated that the students could be classified on the basis of SAT scores, sex, and high school mathematics and science background. (Author/JN)

ED 221 389 SE 039 201

Wooley, John F.

Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Apr 82
Grant-EPA-900953010
Note-22p.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Capillary Suction Time Test

Capillary suction time is time required for the liquid phase of a treated sludge to travel through 1 centimeter of media (blotter or filter paper). Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) run the capillary suction time test; (2) accurately record data and observations; (3) organize data to make required interpretations as to the general quality of the sludge utilized in the test; and (4) obtain reliable, consistent results from the test procedure. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures to determine capillary suction time, and worksheet. (Author/JN)

ED 221 447 SO 014 284

Nettleship, Lois

The Enlightenment and Due Process of Law.

Johnson County Community Coll., Overland Park, Kans.
Pub Date-82
Note-31p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Church Role, *Due Process, *European History, Higher Education, *Laws, Medieval History, Modernism, Philosophy, *Western Civilization
Identifiers-*Enlightenment Thought, Hobbes (Thomas), Locke (John), *Scientific Revolution

The purpose of this module for college students is to describe the economic, social, intellectual, and political changes which took place during the Enlightenment period and to show the interrelationship between these changes and concepts behind due process of law. This resource contains an introduction to the module; a list of objectives for the student; some learning activities to precede the lecture study; and some questions for essay exams, projects, and discussion. However, the bulk of this resource is a lecture about the historical context within which due process of law developed. The lecture begins with a brief description of due process of law in England and the United States. Some economic and social background of medieval Europe is noted, followed by an explanation of the changes in the intellectual and religious life before the Enlightenment. Then the distinguishing characteristics of the Enlightenment are given. The Scientific Revolution is discussed next, specifically focusing on how this revolution secularized knowledge and why these scientific discoveries were significant from an intellectual standpoint. The concept of natural law and how it derived from science is examined. Ideas of Thomas Hobbes and John Locke with respect to natural law and individual rights are considered, compared, and contrasted. Finally, the lecture concludes with a discussion of how the American system of due process of law developed from this historical context and how it expresses the Enlightenment mindset. (Author/NE)

ED 221 469 SP 020 512

Clancy, William G., Jr.
Shoulder Problems in Athletes.
Pub Date-82
Note-10p.; In: Professional Preparation in Athletic Training.
Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately, see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Anatomy, *Athletes, Biomechanics, *First Aid, Human Body, *Injuries, Motor Reactions
Identifiers-*Shoulders (Human Anatomy)

A description is given of typical sport-related injuries to the shoulder area. These include: (1) brachial plexus injuries; (2) peripheral nerve injuries about the shoulder; (3) acromioclavicular injuries; (4) sternoclavicular injuries; (5) shoulder dislocations; (6) recurrent traumatic subluxation/dislocations; and (7) overuse injuries. Descriptions include a discussion of customary treatments for the injuries and prognosis of the approximate length of time the disability will take to heal. (JD)

ED 221 568 TM 820 591

Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date- 80
Note-56p.; For related documents, see TM 820 588-592.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors- *Bilingual Education, Educational Planning, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Program Evaluation, *Program Implementation, *Technical Assistance, *Workshops

This volume is the fourth in a series of five texts designed to accompany workshop instruction in evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. The purpose of this text is to provide the workshop participant with strategies for planning an implementation evaluation. The following topics are treated: the limits of outcome data in program evaluations; views on educational programs and how the views can affect implementation evaluation strategies; categories of implementation questions and the types of information useful for answering them; and alternative strategies for collecting data useful for implementation evaluation. Sample questions to identify key program features for implementation evaluation, data useful in describing the program and examining program dynamics, information regarding the selection of instruments, and samples of the abbreviated program description questionnaire and characteristics of the program's population questionnaire are included. (PN)

ED 221 588 TM 820 623

Peters, Eileen

Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Jan 82

Note-36p.; For related document see ED 203 376.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, Achievement Tests, *Educational Assessment, Guidelines, *Holistic Evaluation, Program Evaluation, *Scoring, State Programs, Student Evaluation, *Writing Evaluation
Identifiers-*Basic Skills Improvement Policy (Massachusetts)

This 1982 supplement is a further elaboration to the Writing Assessment which was distributed in 1981 to assist schools in assessment of writing by detailing scoring procedures, standard-setting, and the reporting of results. The supplement deals with retesting, alternative methods for setting standards, establishing score equivalency on writing samples, and maintaining standards. Holistic scoring is an efficient, reliable and direct method of evaluating overall writing ability. Using student writing samples, teachers judge a piece of writing for its total effect relative to other papers. Since absolute scoring methods are not used, the actual quality of the writing each score represents will depend on the range of writing a given group of students produces on a topic. After the minimum district standard is determined, the corrected papers must be re-evaluated in terms of the district's specific writing objectives or definition of a minimally accepted paper. By defining a minimally accepted paper a district can keep track of students' writing performance changes over time. Changing writing topics is discussed, and answers to questions concerning holistic scoring and standard setting are included. Sample rating form, a table for determining sample size, and information regarding using the state writing tests are appended. (PN)

ED 221 212 IR 010 387

McMurdo, George

The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.

Pub Date-82
Note-111p.; M.S. Thesis, University of Strathclyde.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Libraries, *Experimental Psychology, Foreign Countries, Higher Education, Information Seeking, Library Instruction, *Library Services, Psychological Studies, *Reference Services, *Scientific Methodology, User Satisfaction (Information)
Identifiers-*Librarian Client Behavior, Scotland

An experiment demonstrating the effect of busyness of library staff on the frequency of approach by users is presented as an example of applying a scientific approach to the problems of the librarian-client interface using the methodology of the experimental psychologist. This methodology is explained and a review of the literature on librarianship and psychology, including three surveys indicating user reluctance to approach library staff, is provided. The experiment was conducted in Edinburgh University Library over a 2-week period in November 1978 at an information desk staffed by female assistants. The results indicate that a librarian who does not appear busy will be approached between 70 percent and 80 percent more frequently than a librarian who appears busy, even though the inquirer's perception of the librarian's approachability is comparatively neutral; however, the sex of the inquirer and the nature of inquiries, in terms of their relative complexity, are seen to be independent of the librarian's busyness. Recommendations are made concerning the further use of psychological research in the field of librarianship and information science, particularly as a means of establishing a scientifically valid literature of librarian-client behavior. Twelve tables, a 51-item bibliography, and an appendix listing inquiries recorded during the experimental period are provided. (Author/ESR)

ED 221 288 PS 013 058

The Preparation and Certification of Early Childhood Personnel: A Position Statement.

Washington Association for Educators of Personnel in Early Childhood Programs, Bellingham.

Pub Date- 78
Note-16p.
Available from-Dr. Roberta Wong Bouverat, Western Washington University, Bellingham, WA 98225 (Full textual copies, $1.50).
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Certification, *Child Caregivers, *Competency Based Teacher Education, Day Care, *Early Childhood Education, Guidelines, Higher Education, Position Papers, Postsecondary Education, *Preschool Teachers
Identifiers-*Washington

This paper describes the state of training, licensing, and certification of early childhood personnel in the state of Washington. Arguing that presently in the state there is no set of regulations dealing with both certification and/or licensing of personnel working in early childhood programs, the author recommends a coordinated effort in institutional training and education of early childhood personnel. Following the suggestions that such efforts build upon knowledge and skill development achieved by the learner and that programs maintain a uniform high quality of preparation, the author recommends that the certification of early childhood personnel should be based on the recognition, knowledge, skill, and job needs of the profession. Specific guidelines for training a wide range of early childhood personnel, based on the recommendations above, are provided. (MP)

ED 221 408 SO 013 861

Secondary Music (8-12): A Guide/Resource Book for Teachers.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-80

Note-248p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Bands (Music), Choral Music, Course Content, *Curriculum Development, Curriculum Guides, Educational Objectives, Evaluation Methods, Jazz, Music Activities, Musical Composition, *Music Education, Orchestras, Resource Materials, Secondary Education, Singing

Identifiers-Stringed Instruments

Goals and objectives, lesson ideas, evaluation techniques, and other resources to help secondary music teachers in British Columbia organize and develop music programs are provided in this resource book. An introductory section briefly discusses the secondary music program, presenting a scope and sequence and outlining goals and learning outcomes. Following this, the book is divided into four major sections, one for each of the major areas of music: band; choral music; strings; and music composition. Learning outcomes and related content are outlined for each area. Sample outlines and units, suggested seating plans, glossaries, and bibliographies of reference materials are also provided for each music area. The appendices contain an outline of fine arts goals for secondary school programs, evaluation suggestions and plans, a sample student practice report form, tips for planning field trips, a listing of professional music associations and journals, suggestions for class projects, and listings of teacher references. (RM)

ED 221 428 SO 014 245

Monk, Janice And Others

Policy-Related Research on Women in the Southwest.

Arizona Univ., Tucson. Southwest Inst. for Research on Women.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-81
Note-27p.
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Education, *Employment, Ethnic Groups, *Females, *Health, Justice, Policy Formation, *Political Attitudes, *Public Policy, Quality of Life, Regional Attitudes, *Social Science Research
Identifiers-*United States (Southwest)

The document briefly discusses approaches to research of benefit to policy makers and reviews current policy-related research on and by women in the southwestern United States. The authors suggest that research would better benefit policy makers if it included alternative policy solutions to problems rather than suggesting further research needs and if data summaries of research were prepared for quick reference. Moreover, the authors believe that the social attributes of the Southwest, e.g., the region's rapid growth and change, multicultural population, diverse environment, and the high concentration of older women in retirement communities, renders research results applicable to the entire nation and therefore should be of concern to policy makers. Current research on women in the Southwest focuses on growth and change issues, the multicultural population, and older women. Numerous studies are listed under the topics of the effects on women of migration to the Sun Belt, energy boom town, education, employment, and the political process. Types of health care among women of varied ethnic backgrounds have also been researched. Current research by women in the Southwest concerns women and the criminal justice system, legal and constitutional issues, employment, health, and education. (KC)

ED 221 492 SP 020 976

Meyerson, Roberta C.
Evaluating Trainees in the Counseling Practicum.
Pub Date-81
Note-15p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Educators, *Counselor Evaluation, Counselor Performance, *Counselor Training, *Evaluation Methods, Higher Education, Informal Assessment, *Interpersonal Competence, *Student Evaluation

A study was made to determine the procedures which supervisors and instructors of counseling practica currently use to evaluate the counseling effectiveness of masters and doctoral level practicum students. Inquiry was also made about the solutions adopted when a student is considered ineffective. The survey elicited responses from 89 individuals, most of whom served in the dual capacities of practicum intructors and individual supervisors, and represented a broad range of counseling approaches. The survey questions pertained to: (1) formal and informal assessment procedures in practica; (2) strategies for dealing with trainees whose counseling was evaluated as incompetent or ineffective; and (3) the relative importance of certain aspects of trainee professional development. Over half of the respondents indicated that trainees were graded on a pass/fail basis. The respondents indicated that they used indirect and subjective methods of student evaluation, such as audio- or video-taped counseling sessions, observation of student attitudes and behavior in supervision, and student self-reports of progress with clients. In response to a question on how they dealt with students who were rated as unsatisfactory, most indicated that these trainees were given ''incompletes'' and offered some type of remedial experience to assist them in developing skills in their areas of deficiency. Most of the respondents checked more than one option which they used in handling ineffective trainees. Over half of the respondents ranked counseling interview skills as the most important aspect of professional development for their practicum students. (JD)

ED 221 530 SP 021 094

Brophy, Jere E.

Research on the Self-Fulfilling Prophecy and Teacher Expectations.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Report No.-IRT-RS-119
Pub Date-Jul 82
Contract-400-81-0014
Note-78p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($8.00).
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Educational Research, Elementary Secondary Education, *Expectation, Student Behavior, Student Evaluation, *Student Reaction, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, Teacher Effectiveness, *Teacher Response
Identifiers-*Self Fulfilling Prophecies

Literature and research studies concerning self-fulfilling prophecy effects are reviewed in this document. Works concerning the Pygmalion Controversy, the existence of self-fulfilling prophecy effects of teacher expectations, and the strength and reality of these effects are cited. The document's sections discuss the effects of teacher expectations and: (1) the appropriateness of differential teacher expectations and teacher-student interaction patterns; (2) the mediation of self-fulfilling prophecies in the classroom; (3) the role of individual differences in teachers; (4) the role of individual differences in students; (5) conceptualizing self-fulfilling prophecy effects in the classroom; (6) implications for research; and (7) implications for teaching and for teacher education. It is concluded that a minority of teachers have major expectation effects on their students' achievement but that such effects are minimal for most teachers because their expectations are generally accurate and open to corrective feedback. (Author/FD)

ED 221 549 TM 320 558

Edelstein, Ronald A.

Effects of Verbal and Visual Elaborations on Concept Learning.

Pub Date-Aug 81

Note-23p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Comprehension, *Concept Formation, Instructional Design, Instructional Materials, *Learning Theories, Mnemonics, Recall (Psychology), Secondary Education, *Verbal Stimuli, *Visual Stimuli

Identifiers-*Elaboration, *Learning Strategies, Presentation Mode

Theories of cognitive processing suggest specific effects result from different elaboration treatments. To test this assumption, 125 high school students were randomly assigned to read concept materials containing adjunct elaborations that varied by elaboration type (mnemonics, schematics, or metaphors) and presentation mode (verbal or visual). To permit generalizibility, elaborations were constructed using domain specifications, and treatments were repeated across three subject categories. Post tests revealed that visual mnemonic elaborations are the most effective for higher order comprehension. Compared to a reread-only group, visual schematic and visual metaphors were significantly less effective on tests of recall and comprehension. (Author)

ED 221 608 UD 022 208

Martynowych, Orest T.

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.

Department of the Secretary of State, Winnipeg (Manitoba).

Pub Date-Jul 79

Note-26p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Acculturation, *Bilingual Education Programs, Bilingualism, Canada Natives, Cultural Awareness, *Cultural Background, *Cultural Pluralism, Disadvantaged Youth, Educational Policy, Elementary Secondary Education, English (Second Language), Ethnic Groups, Foreign Countries, Immigrants, Instructional Materials, Minority Groups, *Multicultural Education, Multilingualism, Reference Materials, *Second Language Learning, Socioeconomic Status, Teaching Methods

Identifiers-*Canada

This bibliography cites journal articles, research and educational reports, and books related to education within a multicultural context in Canada. The entries are classified under six sections which focus on: (1) implications of multiculturalism for Canadian educational policy, programs, and language; (2) immigrant and minority students' background, acculturation, language and education needs and services, and the effect of language and socioeconomic status on school achievement among these groups; (3) cross-cultural education, ethnic/racial attitudes, cultural awareness, ethnic identity, and self-concept; (4) teaching methods and approaches, social and psychological influences, and teacher and parent attitudes concerning second language learning; (5) general issues on and approaches to bilingualism, and descriptions of English-French programs; and (6) education, academic achievement, and cultural background of Canada natives (Indians, Eskimos, and Metis). (MJL)

ED 221 172 IR 010 343

Williamson, Estelle And Others

Facts About Maryland's School Library Media Programs, 1979-80.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date- 80

Note-456p.; Best copy available. For related document, see ED 178 090.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*County School Districts, Elementary Schools, Elementary Secondary Education, *Learning Resources Centers, *Library Collections, Library Expenditures, Library Networks, Library Personnel, Library Standards, Public Schools, *School Libraries, Secondary Schools, *State Standards, Tables (Data)

Identifiers-*Maryland

Designed to assist local officials in examining their library media collections and staff according to the recommendations in the Criteria for Modern School Library Media Programs, this factbook lists statistical data on school library media programs in the state of Maryland. The entries are arranged alphabetically by local educational agency name (i.e., city or county school district name) and each entry contains three tables: (1) data on school library media collections, (2) data on the number and percentage of items by school for meeting state criteria for school library media collections, (3) data on the number of schools meeting state criteria for the staffing of school library media centers. State totals are presented for System Level Professional Library Media Centers in four areas: system level grand total collections, system level print collections, system level nonprint collections, and system level library and media center professional and support personnel. The costs of textbooks in Maryland public schools,

data on Maryland institutional school library collections, and data on nonpublic school library media collections are also presented. (Author/JL)

ED 221 193 IR 010 366

Bonn, Robert And Others

Library Resources and Services for Faculty.

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.

Pub Date-81

Note-23p.

Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *College Faculty, *College Libraries, Grants, Higher Education, Information Seeking, *Information Sources, *Library Guides, *Library Instruction, Primary Sources, Reference Materials

Identifiers-Faculty Publishing

This pamphlet was designed to acquaint faculty at the John Jay College of Criminal Justice with general non-criminal justice services available in the college library for their own research and study. Emphasis is placed on using the reference collection of a small library and the expertise of the library staff to identify and locate information sources in larger repositories. Included are chapters on access to other libraries within New York City; publishing opportunities in journals, grants available and awarded; book catalogs of other library collections; directories of special subject collections and research centers; online searching; and reference sources for locating books, microforms, journals, manuscripts, newspapers, statistics, and government documents. A selective annotated bibliography is provided for each type of secondary source material. The final chapter describes primary source material on criminal justice available in the John Jay Library. (Author/ESR)

ED 221 231 JC 820 286

Cohen, Arthur M.
Update on Research on the Humanities in Community Colleges.
Pub Date-26 Feb 82
Note-10p.; Paper presented at the Strengthening the Humanities in Occupational Education'' Conference (Los Angeles, CA, February 26, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, Articulation (Education), College Curriculum, Community Colleges, Community Services, *Curriculum Development, Developmental Studies Programs, *Humanities, *Interdisciplinary Approach, *Liberal Arts, Student Personnel Services, Two Year Colleges, *Vocational Education

Recent research and trends in the humanities are discussed in terms of their implications for community colleges. First, initial results of a survey of students in Washington community colleges are outlined, including the findings that 46% of the students attended the colleges straight from high school and that the more liberal arts courses the students had taken, the more confident they were in their abilities. The paper then discusses another project involving six of the largest community college districts in the United States. The project has seven major areas of concern: (1) strengthening the humanities in community services; (2) promoting advisory committees to humanities programs; (3) developing interdisciplinary humanities courses; (4) promoting integrated developmental education programs; (5) building support services into regular credit courses; (6) strengthening articulation between community colleges and high schools; and (7) developing liberal arts career options. An update on developments in each of these areas is presented, along with observations and recommendations stressing the need to avoid creating separate departments for developmental education; the necessity for humanities faculty to visit local high schools to recruit students; the difficulty of setting up interdisciplinary courses; the need to retain poorly prepared students in humanities courses; and the benefits of integrating support services with classroom assignments as part of regular courses. (HB)

ED 221 268 PS 013 027

BANANAS' Guide for Parents & Children. First Edition.

Bananas, Inc., Oakland, Calif.
Report No.-ISBN-914728-33-4
Pub Date-May 82
Note-234p.
Available from-Wingbow Press, 2940 Seventh Street, Berkeley, CA 94710 (Paper, $7.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art, Children, *Community Resources, Day Care, Disabilities, Family Programs, Health, Housing, Learning Activities, Libraries, Nutrition, *Organizations (Groups), *Parent Materials, *Parents, Parks, Public Schools, Recreation, Resource Materials, Safety, *Social Services
Identifiers-California (Alameda County), Parenting

Written for residents of Alameda County, California, this guide to information, organizations, resources, and services related to parenting and children consists of numerous entries organized into four parts. Part 1 provides information to parents seeking child care. Part 2 suggests home learning and reading activities; lists libraries in the county; offers directions for art and music activities; briefly describes available art, music, dance, and theatre classes and programs; and provides information about television viewing, food, nutrition, and safety (this last regarding home, car, and traffic). Part 3 focuses on recreation, parks, and nature activities; car trips; and ecology. Discussion includes information about park and recreation departments, clubs, swimming pools, parks, camping sites, fishing regulations, sites of historical interest, museums, nature and animal preserves, and art and food trips. Suggestions for making use of recycling centers through ecology projects and trips are also made. Part 4 presents material on parenting, schools, family support services, children with special needs, housing and shelters, medical and health services, first aid, and emergency resources. Throughout the guide the addresses and phone numbers of organizations and services are given. For readers who want additional information and opportunities to become involved, lists of organizations, societies, and advocacy and other groups are provided for each area of content. (RH)

ED 221 309 RC 013 424

Kim, Yun And Others

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.

Utah State Univ., Logan. Agricultural Experiment Station.; Utah State Univ., Logan. Dept. of Sociology.

Pub Date-Jan 81

Note-166p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Community Characteristics, *Community Satisfaction, Community Services, Community Size, Demography, Facilities, Longitudinal Studies, *Migration, *Population Trends, Quality of Life, Religious Factors, *Rural Areas, Rural to Urban Migration, Urban to Rural Migration

Identifiers-Boomtowns, Commitment, *Community Viability, Declining Population, Mormons, Stability (Population), *Utah

The first phase of a longitudinal research project, Assessing Rural Communities' Viability and Associated Factors Under Conditions of Population Change,'' was conducted in 1975 in eight Utah communities (Panguitch, Richfield, Salina, Delta, Moab, Duchesne, Roosevelt, and Vernal) to provide useful information for planners, researchers, and administrators, particularly at the local level. Three communities had high growth, three showed moderate growth, and three showed decline between 1960 and 1970. Trained enumerators delivered questionnaires to households; 1,126 responses were obtained. Questionnaires covered several community aspects, evaluated 40 services and facilities, dealt with potential commitment to the community, and sought demographic and background data. Overall, respondents were fairly satisfied with their communities, found them viable, and were willing to participate in making them better. Residents of high growth rate communities had more negative views of their communities' services and gemeinschaft-like attributes than did residents of lower growth rate communities. The one attribute positively related to growth was the opportunity to earn a liveable income. The economic concept of community viability thus could not be directly related to the more social aspects of the concept. References, a bibliography of research using the same data base, and 48 tables conclude the document. (BRR)

ED 221 348 SE 035 018

LeBlanc, John F. And Others
User's Guide for the Units of the Mathematics-Methods Program.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14630-4
Pub Date-76
Grant-NSF-GY-9293
Note-51p.; For related documents, see SE 035 006-017.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Higher Education, Instructional Materials, Mathematics Education, *Mathematics Instruction, *Preservice Teacher Education, Teacher Education, *Teaching Guides, Undergraduate Study
Identifiers-*Mathematics Methods Program

This guide is designed for the college instructor who plans to use some of the 12 units of the Mathematics-Methods Program. The program is based on three assumptions about the teaching and learning of mathematics: (1) Mathematics content and methods should be combined in the training of prospective elementary school teachers; (2) Mathematics should be learned in a laboratory setting; and (3) Teachers should be taught as they should teach. These units were written at the Indiana University Mathematics Education Development Center, and they combine the mathematics content and methods learning of college students who are training to be elementary teachers. The units are flexible and can be used in content courses, methods courses, or courses which combine both.

In addition to the college classroom component, the program has a coordinated elementary school teaching experience component which is not developed through the units. This guide provides a detailed description of all units and some implementation suggestions. The teaching experience component as implemented at Indiana University is also outlined. (MP)

ED 221 368 SE 039 127

Miles, John Charles

Experiential Humanistic Environmental Education: A Description and Rationale.

Pub Date-Jun 79

Note-258p.; Ph.D. Dissertation, Union Graduate School.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Educational Objectives, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Higher Education, *Humanistic Education, Interdisciplinary Approach, *Models, *Moral Values

Identifiers-Environmental Education Research

This study argues that environmental problems occur because people decide to act in their world in ways harmful to it and to themselves. Such decisions occur because people are in some cases ignorant of the consequences of their choices for themselves and their environment. They are not aware of the alternatives open to them because they have learned to choose, to value, in specified ways which they do not question. The study also argues that humanism, a deep caring for other people, is essential for environmental education. An Experiential Humanistic Environmental Education (EHEE) model and rationale for it are presented with illustrations of how the approach can assist educators in achieving environmental education goals. Topics addressed in the study include: a world macroproblem; suggestions for coping with the macroproblem; how education might respond to the macroproblem; review and assessment of education's response; humanistic education and its contribution to environmental education; experiential learning in environmental education; the EHEE connection; examples of EHEE; suggestions for making the EHEE connection; and summary/conclusions. (Author/JN)

ED 221 470 SP 020 513

Bogdan, Richard

The Athletic Foot and Its Import to Performance during Running.

Pub Date-82

Note-7p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Anatomy, *Athletes, Biomechanics, Human Body, *Injuries, *Medical Evaluation, Medical Services, Physical Examinations, Physical Fitness, *Podiatry, Preventive Medicine, *Running, Trainers

Identifiers-Athletic Trainers

In this paper, problems and conditions of the foot, including flat feet, achilles tendon problems, heel spur syndrome, digital problems, shin splints, and leg stress fractures, are examined. Ways to examine the athlete's foot and leg are described, including the one-foot test and the off weight-bearing examination. (CJ)

ED 221 511 SP 020 998

Zeigler, Earle F., Ed.

Physical Education and Sport: An Introduction.

Report No.-ISBN-0-8121-0795-0
Pub Date-Sep 82
Note-303p.
Available from-Lea & Febiger, 600 S. Washington Square, Philadelphia, PA 19106-4198 ($19.50).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-*Athletics, Behavioral Objectives, *Dance, Educational Philosophy, Educational Research, Exercise Physiology, Higher Education, Human Relations, Perceptual Motor Learning, *Physical Education, Professional Education, *Psychomotor Skills, *Relevance (Education), *Social Values

This book discusses the urgent need for a social relevance perspective for physical education and sport and is designed for students beginning professional preparation in physical education and sport, practitioners, or students wishing to round out their general education. An introductory statement, written by Laura J. Huelster, explores the historical background and present status of the field. The book then focuses on human motor performance in sport, dance, and exercise. The first five chapters present the fundamental disciplinary areas of the profession: Background, Meaning, and Significance'' (Harold J. VanderZwaag); Functional Effects of Physical Activity'' (James S. Skinner); Sociocultural and Behavioral Aspects'' (A. V. Carron); Motor Learning and Development'' (G. Lawrence Rarick); and Mechanical and Muscular Human Function'' (Glynn A. Leyshon). The last three chapters include the various concurrent subsumed professional components: Management Theory and Practice'' (Daniel G. Soucie); Program Development'' (Ann E. Jewett); and Measurement and Evaluation'' (B. Don Franks). The book concludes with a chapter that summarizes, draws conclusions, and makes predictions for the future. (JD)

ED 221 645 UD 022 545

Suhrke, Astri

A New Look at America's Refugee Policy.

Center for International Policy, Washington, DC.

Pub Date-Sep 80

Note-9p.; Publication funded by a grant from the Christopher Reynolds Foundation.

Available from-Indochina Project, Center for International Policy, 120 Maryland Avenue, N.E., Washington, DC 20002 ($1.00, 10 or more, $0.50).

Journal Cit-Indochina Issues; n10 Sep 1980

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Financial Support, Foreign Countries, Foreign Policy, *Indochinese, *International Relations, *Land Settlement, Political Influences, *Public Policy, *Refugees, *Relocation, Socioeconomic Influences

Identifiers-Cambodia, Laos, Malaysia, Thailand, United States, Vietnam

Implications of recent developments in refugee outflow from Indochina demand a reexamination of American policy on Indochinese refugees. These developments include patterns of increased Vietnamese and Laotian refugee outflow despite Vietnam's disapproval of departure and Laos' liberalizing economic policies; the greater influx of low risk'' or economic'' refugees, versus bona fide'' refugees fleeing persecution; and the return of many Khmer refugees to Cambodia. The cause of these new developments is a group of factors in complex interaction: the push'' effect of poor economic conditions in the refugees' countries; American and United Nations' efforts to prevent refugee push-off from first asylum countries; concomitant American reluctance to strain resources of, and its relations with, Southeast Asian first asylum countries; consequent accelerated third country resettlement; American decisions to continue programs and consider all refugees bona fide'' in the absence of viable alternatives; and American policy seeking a return of most Khmer refugees to Cambodia. Inability to recognize the complex interplay of these factors has reduced the refugee issue to one of political persecution, thus encouraging more hardened American and European attitudes toward Vietnam and Laos, and the outpouring of enormous amounts in aid to Indochinese refugees at the expense of Khmer and needier refugees elsewhere. A more rational American refugee and immigration policy requires greater understanding of the complex implications and consequences of current policy. (Author/MJL)

ED 221 119 HE 015 462

Thelin, John R.

Higher Education and Its Useful Past. Applied History in Research and Planning.

Report No.-ISBN-0-87073-079-7
Pub Date-82
Note-215p.
Available from-Schenkman Publishing Company Inc., 3 Mount Auburn Place, Cambridge, MA 02138.
Pub Type- Books (010) - Reports - Research (143) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Access to Education, Archives, Athletics, Change Agents, College Administration, *College Environment, College Planning, *College Role, College Students, *Cultural Context, *Educational Change, *Educational History, *Higher Education, Institutional Research, Postsecondary Education As a Field of Study

The notion of applied history is used to complicate present-minded conceptions of higher education by examining both the continuities and changes in colleges and universities. The collection of essays aims to leave the reader with two habits: (1) the active use of the methods and strategies of historical research in approaching professional problems; and (2) a penchant for reading varied sources beyond the predictable chores of keeping up in the professional journals.'' Topics include certification, institutional structure, admissions, and connnections between national development and institution-building. Chapter 1, Colleges and Universities,'' examines the uniqueness of higher education institutions, higher education as a field of study, historical sources in institutional research, and archives. Chapter 2, Certification and Structure,'' examines the mixing of the medieval and modern university, followed in chapter 3, The Collegiate Ideal,'' by a discussion of the Oxford-Cambridge legacy and how it affects higher education. Succeeding chapters include: 4, Higher Education and National Development'' (continental universities from 1600 to 1900); 5, Institutional Roots'' (identity crisis and confusions in higher education); 6, The Sporting Life'' (higher education and athletics); 7, Gatekeepers and Headhunters'' (admissions, exclusion, and sorting in higher education); 8, Alma Mater, Inside and Out'' (the college and university campus); and 9, Future Tense Imperfect'' (futurology and higher education's recent past). An epilogue and notes are also included. (LC)

ED 221 151 IR 010 011

Waller, Robert

What Is a Transformer? Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-Jan 81

Note-28p.; For related documents, see IR 010 012-013 and IR 010 151.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Color Planning, Cost Effectiveness, *Design Requirements, Editing, Educational Technology, Foreign Countries, Higher Education, *Printing, *Student Needs, *Textbook Preparation, Textbook Standards

Identifiers-Distance Education, *Message Design, *Open University (Great Britain)

Three discussion papers about the Open University's correspondence texts consider (1) the role of a transformer, i.e., any person working in communication media who is responsible for the effectiveness of his/her decisions; (2) factors involved in the design of Open University texts, including their use as a resource for a range of different purposes by readers with different needs and backgrounds, and the need for editors and designers of texts to recognize selectivity as a valid strategy for effective reading; and (3) various purposes and constraints for the use of second-color printing, including research on the role of color in improving attention to and recall of instructional materials, and some essential uses, secondary uses, and technical problems of second-color printing. A brief bibliography is provided for each paper. (CHC)

ED 221 250 JC 820 446

Baker, George A. And Others

Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).

Texas Univ., Austin. National Inst. for Staff and Organizational Development.
Pub Date-May 82
Note-64p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Techniques, *College Faculty, Community Colleges, *Cooperative Programs, Educational Cooperation, Educational Objectives, *Educational Quality, Faculty Development, Teacher Characteristics, *Teacher Effectiveness, *Teaching Methods, Two Year Colleges, Two Year College Students

Full texts and abstracts of conference presentations are provided in the proceedings of the 1982 National Institute for Staff and Organizational Development conference held to celebrate and promote teaching excellence in the community college. After an introduction to the conference and its theme by George A. Baker, K. Patricia Cross, in a presentation entitled Teaching in Community Colleges,'' underscores the necessity for community colleges to understand their diverse missions in order to support great teaching and points to the need for links within the total educational community. Next, Dale Parnell, in A Template for Excellence,'' identifies three key needs for community colleges to address in aiming for excellence in the 1980s: institutional congruence, vitality, and a student-centered focus. Then, John E. Roueche's presentation, The Need for Excellence in College Teaching,'' emphasizes that great teachers are able to get learners actively involved in their courses, create a positive learning environment, practice what they preach, employ appropriate reinforcement strategies, and constantly demonstrate commitment to teaching. Following a summary of conference sub-themes, which ranged from the new student population to ways in which administrators can support teaching excellence, Nancy Armes and Karen Watkins describe personal concerns that affect teaching quality and outline the characteristics of excellent teachers. A list of master teachers is followed by 78 abstracts of teaching innovations and collaborative efforts. (HB)

ED 221 289 PS 013 059

Fuller, Mary Lou

Involving Parents in Your School Parents and Teachers Together!

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date-Oct 82

Note-13p.; Subtitle, Parent Conferencing: A Way to Make a Difference.''

Journal Cit-Insights; v15 n2 Oct 1982.

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, Elementary Education, Guidelines, Parent School Relationship, *Parent Teacher Conferences, *Teacher Role, *Teaching Methods

Parent conferencing is a way to dramatically improve home/school relationships. Parent conferences, at their very best, provide the teacher with useful information about individual students. More importantly, however, they create a parent/teacher team atmosphere, with each member contributing his or her knowledge and experience for the benefit of the individual child. Although parent conferences already appear to be valued by educators (most schools have them once or twice a year), it seems that only few teachers have received formal training in the area. Steps necessary for establishing a successful parent contact at the elementary level include pre-conference plans, conference activities, and the post-conference follow-up. (Detailed descriptions of the activities involved in each of these steps are provided, along with a checklist designed to assist the teacher in attaining conference goals.) (MP)

ED 221 328 RC 013 602

Hall, Paula Quick

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.

American Association for the Advancement of Science, Washington, D.C.
Pub Date-Aug 81
Note-53p.; Also supported by the Polaroid Corporation.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, Asian Americans, Blacks, *Career Guidance, *Educational Needs, *Equal Opportunities (Jobs), *Females, Mexican Americans, *Minority Groups, Postsecondary Education, Puerto Ricans, Questionnaires, Recruitment, *Science Careers, Scientific Personnel, Secondary Education

The need for better data on minority women (American Indian, Black, Mexican American, Asian, and Puerto Rican) in science, engineering, and health professions, resulted in a survey of 52 members of the National Network of Minority Women in Science in September 1980. Results of the survey suggest three major educational objectives: (1) to provide all students with the most rigorous mathematics and science education

possible; (2) to give students the information necessary to make education possible; (2) to give students the information necessary to make wise decisions regarding education and career; and (3) to motivate students to persist in efforts that are necessary for them to reach their intellectual potentials. Most strategies and solutions were directly aimed at students, such as access to career information; student interaction with appropriate role models; emphasis on the development of self-discipline; and student participation in out-of-school science enrichment activities. Policy recommendations offered were designed to increase number of minority students receiving graduate degrees, facilitate smooth transition from school to work, and coordination of admission policies with retention efforts. Issues of equal opportunity in employment and professional life included career advancement, disparities in salary, promotion, responsibility level and job security. Appendices include questionnaire and tables of survey results. (ERB)

ED 221 390 SE 039 202

Arasmith, E. E.
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Aug 81
Grant-EPA-900953010
Note-29p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Centrifuge Test

Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic information needed to: (1) successfully run a centrifuge test; (2) accurately read results obtained in test tubes; and (3) obtain consistent results from the test procedure. The instructor's manual contains a statement of the instructional goal, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, sources of centrifuges and centrifuge tubes, laboratory procedures used to estimate the suspended solids concentration in samples taken from any part of a treatment plant, and worksheet. (Author/JN)

ED 221 409 SO 013 863

Persaud, Ganga Turner, Trevor

Moral Education and the Curriculum Process: A Case Study of Jamaica.

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date-Aug 80

Note-67p.; Not available in paper copy due to marginal legibility throughout original document. Some pages may be marginally legible in microfiche.

Available from-OREALC, Centro de Documentacion, Enrique Depiano 2058, Santiage de Chile, Casilla 3187, Santiago, Chile.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, Comparative Education, Educational Objectives, Elementary Secondary Education, Environmental Influences, *Ethical Instruction, Foreign Countries, History, Moral Values, Religious Education, School Role, Social Influences, Social Studies, *Values Education

Identifiers-*Jamaica

Examination of the conceptual framework and historical roots of moral values in Jamaican education indicates that moral values have a strong effect upon an individual's attitude toward himself, his society, and his own work. This case study is one of four sponsored by Unesco to test these interactions. There are 10 parts to the case study. The conceptual framework is presented in part 1. Part 2 discusses moral values in the general aims of education in Jamaica. Parts 3 and 4 examine moral education in religious education and social studies respectively. Time allocated to the various curriculum offerings in Jamaica is presented in part 5. The school, social, and environmental influences and the development of students' moral conduct in the primary grades are examined in part 6. Views on the results of moral education are discussed in part 7. Conclusions are presented in part 8. The appendices in part 9 contain abridged samples of the aims, content, and methodology of social studies and religious education and a brief test which examines student views on a number of issues. The case study concludes with a bibliography. (RM)

ED 221 448 SO 014 285

Greenawald, G. Dale Superka, Douglas P.

Evaluating Social Studies Programs: Focus on Law-Related Education.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-89994-277-6
Pub Date-82
Contract-300-800-01; 400-78-0006
Note-164p.; Some pages may not reproduce clearly in microfiche or paper copy due to small and light print type.
Available from-SSEC Publications, 855 Broadway, Boulder, CO 80302 ($14.95).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Activities, Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Legal Education, Models, Program Effectiveness, *Program Evaluation, *Social Studies, Teacher Education, Teacher Workshops

A general evaluation model and workshop activities to help law-related education (LRE) project personnel develop and implement evaluation plans for their projects are provided. The model and activities, however, are applicable to other areas of the social studies as well. The first section of the handbook presents a model for evaluating LRE projects, giving an overview of the evaluation process and suggestions for planning and conducting an effective program evaluation. The second, and major, section includes specific activities that can be used to teach the concepts and skills necessary for effective evaluation of LRE programs. Detailed lesson plans are provided on a variety of topics, including how to determine priorities, how to state objectives, how to use Likert scales to evaluate student attitudes, how to use interviews to collect teacher and student data, and how to analyze and report data. An annotated bibliography of general evaluation resources concludes the handbook. Appendices contain sample agendas for evaluation workshops and a list of LRE projects that have developed instrumentation for use in their own evaluations. This list is keyed to the grade level/purposes for which the instrumentation was developed. (RM)

ED 221 550 TM 820 560

Ackerman, Phillip L. And Others

Individual Differences and Time-Sharing Ability: A Critical Review and Analysis.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-HARL-ONR-8102

Pub Date-Mar 82

Contract-N00-14-81-K0034

Note-63p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attention Control, *Cognitive Processes, Difficulty Level, *Factor Analysis, Hypothesis Testing, *Individual Differences, Mathematical Models, Predictive Validity, Research Methodology, Research Needs, Statistical Analysis, *Task Analysis

Identifiers-Dual Tasks, *Time Sharing Ability

Statistical methods employed to test individual differences in dual-task performance and the existence of a general time-sharing ability are reviewed and critiqued. Specifically, both the types of data being collected and the types of data analysis procedures have been inadequate to the critical evaluation of a hypothetical time-sharing'' ability. Problems resulting from unsophisticated use of correlational and factor analytic procedures are discussed. The application of such procedures to simulated data from a model with a hypothetical time-sharing factor accounting for 25 percent of the variance of scores in dual-tasks resulted in inappropriate rejection of the time-sharing factor. Recent psychometric findings and techniques, especially in the area of exploratory and confirmatory uses of factor analysis, are shown to have ramifications for research and analysis. Techniques are presented for convergent validational procedures appropriate to the time-sharing ability issue. The crucial nature of task selection, scoring methods, and considerations of practice and reliability are discussed. Based on a reanalysis of available data, the time-sharing'' or A'' factor is not rejected, but the lack of critical evidence prohibits the confirmation of such a factor. Simulation and incorporation of theory in planning models and crucial tests of the hypothetical time-sharing'' ability are discussed for use in further research. (Author/CM)

ED 221 569 TM 820 592

Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date- 80
Note-68p.; For related documents, see TM 820 588-591.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Education, *Bilingual Education, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *Program Design, Program Evaluation, Research Design, *Technical Assistance, *Workshops

This text is designed to accompany workshop instruction in evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. The workshop covers the tasks associated with conducting a bilingual evaluation within the framework of a management system that begins with a listing of tasks and resources. The basic planning and estimating procedures described are: reviewing the program plan; scheduling evaluation tasks; estimating staff needs; budgeting for the evaluation; monitoring the evaluation effort; and reporting the results. Each task is discussed and accompanied by examples and the procedures for completing them. Participation in the workshop should engender performance of the following tasks: completing a schedule for evaluation; constructing a staff-time allocation plan; proposing ways a budget can be modified to meet budget constraints; building an evaluation budget; creating strategies for monitoring data collection; scheduling evaluation reports techniques; and evaluating the adequacy of an evaluation report. (PN)

ED 221 589 TM 820 626

Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-May 82
Note-40p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, *Basic Skills, Elementary Secondary Education, Listening Comprehension Tests, Quantitative Tests, Reading Tests, Scores, Speech Tests, *Standardized Tests, Student Evaluation, Test Interpretation, *Test Results, Test Use, Writing Evaluation
Identifiers-*Basic Skills Improvement Policy (Massachusetts)

This supplement is intended to help schools get the maximum amount of useful information from test results; information that will be helpful in program monitoring, grouping, planning instructional activities, and reporting results to parents and community. Contents include an introduction to test interpretation and interpreting of test scores; suggestions for using information in addition to test scores to improve the quality of decisions concerning students; suggestions for using test data for monitoring performance at the district level and to identify instructional needs; and guidelines for working with the press. A chart for interpreting normal curve equivalents, percentiles, stanines and standard deviation units, and sample press releases are appended. (PN)

ED 221 627 UD 022 520

Prewitt-Diaz, Joseph O. Seilhamer, E. Stella

A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.

Pub Date- 82

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Elementary Secondary Education, Identification (Psychology), *Migrant Youth, Migration Patterns, Puerto Ricans, *Self Concept, Socioeconomic Influences, *Student Attitudes, Student Characteristics, *Student Mobility, *Transfer Students

Identifiers-*Puerto Rico, United States

Previous research suggests that most Puerto Rican students who have spent some years in the United States and then returned to Puerto Rico generally experience cultural adjustment problems, language difficulties, low self-esteem, and identity crises. This study compared attitudes of Puerto Rican return migrant students (those who have returned to Puerto Rico after living for 3 or more years in the United States) with attitudes of Puerto Rican circulatory migrant students (those who constantly move back and forth between Puerto Rico and the United States) concerning school, teachers, and self-concept in Puerto Rico and in the United States. The Inventario de Percepcion al Ambiente Escolar, an attitude questionnaire, was used to elicit responses from 117 migrant students. The research results indicated that return migrants had more positive feelings toward school, teachers, and self in Puerto Rico than in the United States, while the converse was true of circulatory migrants, who demonstrated more positive attitudes toward school, teachers, and self in the United States. (Author/MJL)

ED 221 136 HE 015 486

Bingen, Franz Siau, Carlos

A Resource Requirements Prediction Model for the Central Administration Support Program in a University.

Pub Date-Jun 82

Note-28p.; A paper presented at the Annual Meeting of the European Association for Institutional Research (4th, Upsalla, Sweden, August 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgeting, *College Administration, College Faculty, *College Instruction, *Cost Estimates, Cost Indexes, Expenditure Per Student, *Expenditures, Experimental Programs, Foreign Countries, Higher Education, Humanities, Institutional Research, Models, Operating Expenses, Program Costs, *Research, Resource Allocation, Salaries, Sciences

Identifiers-*Free University of Brussels (Belgium), *Great Britain

The relationship between the costs of central administration and academic teaching and research production was studied, based on a large sample of British universities and a separate analysis of the Free University of Brussels, Belgium. To determine variables important to central administration costs, a cross-sectional and intertemporal regression analysis was undertaken with data from the British universities. The fixed-variable cost method was used to estimate cost functions for the Free University of Brussels. For the British universities, 1969-79 through 1976-77 data were used, while 1978 figures were used for the Belgian university. It was found that resources needed for the central administration program in a university were related to student numbers in an indirect way. A significant part of total costs was fixed and did not depend on any activity parameter. These fixed costs consist mainly of salary expenditures for the leadership function of the different administration programs. Other variables than student number influenced the central administration requirements. This was true for the granted research activities and for the mix of fields of studies in a university. Granted research activities involved higher administration expenditures than teaching and teaching-related research activities. Experimental academic activities (represented by number of students or academic staff) required a more expensive central administration than did nonexperimental activities. Finally, it was found that marginal costs with respect to internal activity parameters were nonconstant. Results were relevant for universities with a size below 11,000 students. (SW)

ED 221 194 IR 010 367

Hymel, Glenn M.

Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning.

Pub Date-Mar 82
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clearinghouses, Competency Based Education, *Information Dissemination, Information Needs, *Information Retrieval, Information Services, *Mastery Learning, *Online Systems, *Search Strategies
Identifiers-Loyola University LA

The proliferation of the mastery learning literature over the past decade has acutely intensified the need for the formation of a specific Clearinghouse on Mastery Learning (CML). An attempt at establishing such a clearinghouse has been under way for the past year through the Loyola Center for Educational Improvement, based at Loyola University in New Orleans. Of particular importance regarding the nature, current status, and projected activities of the CML is the provision of (1) an organizational basis for establishing a national/international information management system on mastery learning; (2) a central repository for mastery learning documents; (3) an analysis procedure for delineating the past, current, and future nature and direction of mastery learning efforts; (4) a source of information analysis products such as a comprehensive bibliography and highly specific bibliographies on mastery learning; and (5) an informational network system for individuals and professional organizations involved with mastery learning which would coordinate current efforts in the field with past accomplishments and needed future directions. This paper provides a detailed progress report on the CML since its inception. (Author)

ED 221 429 SO 014 251

Patriotic Observances. Grades K-6.
Manitoba Dept. of Education, Winnipeg.
Report No.-ISBN-0-86497-002-1; ISBN-0-86497-003-X; ISBN-0-86497-004-8; ISBN-0-86497-013-7; ISBN-0-86497-014-5; ISBN-0-86497-015-3; ISBN-0-86497-016-1
Pub Date-81
Note-554p.; Not available in paper copy due to colored pages throughout original document. Some pages may not reproduce clearly in microfiche due to print on a colored background.
Available from-Manitoba Department of Education, Box 3, Main Floor, 1181 Portage Ave., Winnipeg, Manitoba, Canada R3G 0T3.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Animals, Canada Natives, Comparative Education, Elementary Education, Ethnic Groups, Fine Arts, Foreign Countries, Geography, Learning Activities, Occupations, *Patriotism, Resource Materials, Social Studies
Identifiers-*Canada, Holidays

Materials and suggestions to help teachers in grades K-6 highlight special dates that hold significance for Canadian children are provided. The purpose is to arouse an awareness in children of their Canadian identity. The patriotic observances'' should take place at the beginning of every school day. Materials concerning Canadian natural wonders, occupations, animals, heroes, ancestors, geography, ethnic groups, and the arts are provided for each grade level. Included are jingles, monthly calendars of events, suggested themes and songs for special day programs, word games, a national anthem, short stories, and examples of children's writings. Bibliographies are also provided. (RM)

ED 221 471 SP 020 514

Minton, Lee
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer.
Pub Date-82
Note-10p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Anatomy, *Athletes, Biomechanics, *Eyes, *First Aid, Human Body, *Injuries, Prevention, *Trainers
Identifiers-*Athletic Trainers

Suggestions are given for diagnosing and treating sport-related injuries to the eye: (1) hyphema; (2) abrasion of the cornea; (3) subconjunctival hemorrhage; (4) traumatic iritis; (5) lacerations of the eyelids and brows; (6) eyelid margin lacerations; (7) traumatic retinal detachment; (8) superficial foreign body; (9) traumatic cataracts and dislocated lens; (10) black eye''; and (11) fracture of orbital bones or blowout'' fractures of the orbital floor. A discussion of protective eye gear is presented along with a list of the contents of an adequate ophthalmic first aid kit. (JD)

ED 221 609 UD 022 209

Martynowych, Orest T.

A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.

Department of the Secretary of State, Winnipeg (Manitoba).

Pub Date-Jul 79

Note-26p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingualism, Black Studies, Canada Natives, Cross Cultural Studies, *Cultural Background, *Cultural Pluralism, Curriculum Development, Elementary Secondary Education, Ethnic Groups, Foreign Countries, Immigrants, *Instructional Materials, *Multicultural Education, Racial Bias, *Resource Materials, *Social Studies

Identifiers-*Canada, United States

Bibliographies of resource materials considered for development of and inclusion in multicultural social studies courses in Canada are classified under six categories: (1) books and journal articles that may be used in planning a multicultural curriculum; (2) bibliographic guides; (3) books, booklets, and texts for classroom use; (4) audiotapes; (5) kits (slides, audiovisual, and printed materials); and (6) films and videotapes. The materials cover curriculum development and instructional approaches to multicultural education and minority education; ethnic studies; multiculturalism; bilingualism; racial/ethnic bias; and cultural backgrounds of specific Canadian ethnic and immigrant groups. (MJL)

ED 221 152 IR 010 012

Waller, Robert

Typography for Graphic Communication Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-80

Note-42p.; For related documents, see IR 010 011-013 and IR 010 151.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Design Requirements, Graphic Arts, Language Research, *Layout (Publications), *Printing, Punctuation, Technical Writing, *Textbook Preparation, *Textbook Research, Textbook Standards

Identifiers-*Linguistic Analysis

The three papers included in this report address typography for graphic communication, typographic access structures for educational texts, and typography as macropunctuation. The first paper considers the consequences of an aesthetic bias in the literature of typography, and identifies two misleading assumptions about textbooks; i.e., that print processes are inflexible and finite and that textbooks are continuous prose. The need to de-mystify the printing process is discussed and evidence for selectivity as a strategy of efficient readers is reviewed. The second paper suggests some reasons why the research literature contains very few references to typographic access devices such as contents lists, headings, and glossaries; and suggests that research needs to be more firmly rooted in real-world problems to be truly actionable. A 36-item bibliography is included. The last paper makes a case for the inclusion of graphic and spatial factors in the linguistic analysis of text and in common rules and guidelines for clear writing. Conceptual problems are considered, and a parallel is drawn between the roles of punctuation and typography at the micro- and macro-levels of texts. A 13-item bibliography is included. (CHC)

ED 221 173 IR 010 344

Austin, Derek Dale, Peter

Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-PCI/81/WS/15

Pub Date-Sep 81

Note-70p.

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Definitions, *Indexing, Information Processing, Information Science, Semantics, *Subject Index Terms, *Thesauri, Vertical Organization, Vocabulary, *Vocabulary Development

Intended to facilitate the preparation of thesauri for the indexing of documents in any subject field, this report presents a set of rules pertaining to the complex issues and questions involved in indexing vocabulary development and construction. After a brief discussion of the nature, functions, and components of indexing vocabularies, a set of definitions of terms and a list of abbreviations used in the paper are presented. Vocabulary control, various forms of indexing terms, the use of singular and plural forms in indexing languages, the choice of appropriate terminology, proper names in indexing languages, and the functions of scope notes and definitions are discussed. Compound index terms are then analyzed in detail and the basic semantic relationships in indexing languages are described, with attention given to equivalence, hierarchical, associative, and inter-category relationships. The display of terms and their relationships is also reviewed and management aspects of thesaurus construction are considered, including methods of compilation, admission and deletion of terms, automated data processing, and editorial issues. An explanation of symbols used to express thesaural relationships is appended. (JL)

ED 221 213 IR 010 388

Glasner, Ingrid D. Hayes, Philip J.

Automatic Construction of Explanation Networks for a Cooperative User Interface.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.-CMU-CS-81-146

Pub Date-Nov 81

Contract-F33615-81-K-1539

Note-20p.; Paper presented to the Joint Conference on Easier and More Productive Use of Computing Systems (Ann Arbor, MI, May 1981). Proceedings of the Conference will be published as a special issue of ACM SIGSOC Bulletin.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Programs, Computer Science, Databases, Digital Computers, *Man Machine Systems, *Online Systems, *Programing

Identifiers-*User Aids

This paper is concerned with providing automatically generated online explanations to the user of a user interface or tool'' about what the interface can and cannot do, and what parameters or options are available or required with a given command. The COUSIN interface system, developed at Carnegie-Mellon, supplies a cooperative tool-independent user interface for tools whose objects, operations, input syntax, and display formats are declaratively represented in a tool description'' database. Explanations are produced automatically from this database in a single uniform style, taking the form of a fine-grained, tightly linked network of text frames supported by a ZOG menu-selection system. Exactly what information the net building (NB) program extracts from a tool description and the format in which this information is presented in the text frames is controlled by a second declarative database called the aspect description'' database. The declarative nature of aspect description makes it easy to adapt NB to changes in and extensions to the tool description formalism, and to experiment with the structure of the explanation network. A description of how the appropriate network frame can be found and displayed in response to specific explanation requests from the user is provided. (Author/ESR)

ED 221 232 JC 820 298

Brillhart, L. V. Debs, M. B.

A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.

Pub Date-Jul 82

Note-17p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Course Content, Course Descriptions, Course Objectives, *Engineering, *English Instruction, *Interdisciplinary Approach, Two Year Colleges, *Writing Instruction

Identifiers-*Freshman Composition

A proposal is provided for Triton College's team-taught course combining freshman composition and engineering. After introductory material notes that the course has been taught for 6 years at Triton by a variety of English and engineering instructors, a rationale for the course stresses the need to promote understanding of the roles of engineer and information processor, the low level of young engineer's writing ability, and the fragmentation of English courses in many colleges. Next, the organization of the 16- to 18-week course is discussed and basic course activities are identified; i.e., writing a proposal, abstracts, and memoranda; interviewing an engineer; describing objects, mechanisms, and processes; preparing formal and oral reports; using graphics; doing case studies and readings; using the library; and employing problem-solving strategies. This section also outlines the concurrence of activities, the time sequence, assignments, grading, and in- and out-of-class activities. Selected features of course content are then discussed, including the steps involved in writing assignments: identifying the subject; generating information; developing a controlling idea; analyzing, categorizing, and sequencing information; analyzing the audience; using the appropriate format; and proofreading. In addition, the paper discusses pre- and post-testing, oral communication, ethics, and vocabulary development. The tentative syllabus is appended. (HB)

ED 221 269 PS 013 029

Smith, Gregory J.

Gender and Attractiveness Related to Preschool Peer Interactions.

Pub Date-May 82

Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Aggression, *Interpersonal Attraction, Peer Acceptance, Peer Evaluation, *Peer Relationship, Photographs, *Preschool Children, Preschool Education, Prosocial Behavior, *Sex Bias

Identifiers-*Facial Features

Dion, Berscheid, and Walster (1972) coined the phrase what is beautiful is good'' to describe an apparent stereotype in which attractive individuals are viewed more positively than less attractive individuals on a number of characteristics. The present study was an attempt to understand the ramifications of the beauty-is-good'' stereotype in young children. Specifically, the present research investigated the relationship between attractiveness and preschool social interaction. Forty-two children (23 boys and 19 girls), ranging in age from 33 to 68 months, were observed during free-play for a 5-minute period on 5 separate days, and behavior initiated by and directed toward each child was recorded. Two major categories of behavior were observed: aggressive and prosocial. After the behavioral observations were made, facial photographs of the children were taken. Four of these pictures were placed in front of each child, who was asked to choose the most attractive one. That picture was removed, and the child was asked to choose the most attractive one remaining. This procedure was repeated until all the photographs were rated by each child. Results indicated that attractiveness has a different effect on boys than on girls; while attractive girls received the greatest number of prosocial behaviors directed towards them by their peers, no differential treatment of boys related to attractiveness was found. (MP)

ED 221 349 SE 035 851

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.

Educational Products Information Exchange Inst., Stony Brook, N.Y.
Pub Date-81
Note-104p.; May not reproduce well, marginal legibility due to small print.
Journal Cit-EPIE Report; v15 n1-2m Fall-Win 1981
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills, *Computer Assisted Instruction, *Computer Programs, Computers, Computer Science, Drills (Practice), Educational Change, *Educational Technology, Elementary Secondary Education, Evaluation, *Instructional Materials, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Microcomputers
Identifiers-Educational Products Information Exchange, *Mathematics Education Research

This document is a quarterly report of the Educational Products Information Exchange (EPIE) Institute, a not-for-profit, consumer-supported agency. This issue is divided into two major sections, Microcomputer Courseware and Microprocessor Games. The first major section is divided into two parts. Part 1, Defining Effective Microcomputer Courseware contains the following: Introduction; The Evaluation Project; Exploiting Microcomputer Attributes in Courseware Design; State of the Art Report; and Glossary. Part 2, Courseware Analyses and Evaluations, has: Educational Micro Systems, Inc. (EMSI); Microsystems 80, Critical Reading; Milliken Math Sequences; Radio Shack K-8 Math Program; SRA Computer Drill and Instruction: Mathematics; and SRA Fact Track. The second major section contains parts 3 and 4, also subdivided. Part 3, the Educational Impact and Potential of Microprocessor Games: A Field Study, contains: Introduction; The Games Tested; The Study Design; and Findings. The final part, Product Descriptions, provides details on: Dataman, Math Master, Lil Genus, Little Professor, Quiz Kid, Speak and Spell, Spelling B, and Quiz Wiz microprocessor-based games. (MP)

ED 221 369 SE 039 128

Public Understanding of Science. Summary of Grants and Activities 1976-1981.
National Science Foundation, Washington, D.C.
Report No.-SE-82-60D
Pub Date-Aug 82
Note-39p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Broadcast Industry, Conferences, Elementary Secondary Education, *Grants, Higher Education, *Journalism, *Museums, Program Descriptions, *Science Education, *Scientific Enterprise, Scientific Literacy
Identifiers-Informal Education, National Science Foundation, *Public Understanding of Science Program

The Public Understanding of Science Program (PUOS) was formed in 1957 to help improve popular awareness and understanding of the role, activities, methods, and implications of science. The first section of this document highlights the role and purpose of the PUOS program, summarizing the need for informal science education, PUOS strategy, the review process, preliminary proposals, evaluation, content control, advocacy, and first amendment protection, followed by summaries of PUOS activities in broadcasting, museums, journalism, and conferences. Lists of PUOS review panel members and grants awarded are also included. Title, amount of award, project description, and either name of grantee (or current contact person) are provided for each grant listed. (Author/JN)

ED 221 493 SP 020 977

Smith, Susan M.

Teacher-Student Communication in a Multicultural Classroom.

Pub Date-81
Note-78p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavior Patterns, Black Students, Classroom Environment, *Cultural Differences, *Cultural Traits, *Discipline, Elementary Education, Grade 3, Hispanic Americans, *Interaction, Racial Differences, Socialization, Student Attitudes, *Student Behavior, Student Characteristics, Teacher Behavior, White Students

This study was conducted to explore three questions: (1) Do students of different cultures react differently to actions teachers use in their efforts to maintain classroom control? (2) To what extent do these students' behaviors fit the general patterns identified for their cultural groups? and (3) Do students who do not share the dominant school culture have a more negative attitude about their class than students whose home culture is similar to that of the teacher and the majority of students? The study was limited to interactions involving handraising and the maintenance of silence. A third-grade, urban classroom provided the setting for the study. Twenty-three students were the subjects: seven white, seven Hispanic, and nine black. The teacher was a white male. Interviews were conducted with students, the classroom was observed, and students responded to a questionnaire on their opinions of the class. According to observed student reactions, children from all three cultures obeyed the teacher in most cases. Some variation was observed in the amount of interaction across cultures: Hispanics interacted the least often, and blacks the most often. Black and white children interacted with the teacher more than twice as often as Hispanic children. The observations did not produce the kinds of incidents expected from reviewing literature on general behavior patterns of the three different culture groups. The students who did not share the dominant school culture did not have more negative attitudes than the other students. Suggestions are made for replicating the study with recommended modifications. (JD)

ED 221 512 SP 021 036

Williams, Wes And Others

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.

American Association of Colleges for Teacher Education, Washington, D.C.; Vermont Univ., Burlington. Dept. of Special Education, Social Work and Social Services.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Apr 82
Grant-G008101992
Note-39p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Cooperation, *Community Services, *Deinstitutionalization (of Disabled), Delivery Systems, Disabilities, Elementary Secondary Education, *Minimum Competencies, Postsecondary Education, *Professional Education, *Program Development, Socialization, Teacher Background, *Teacher Education Programs, Teacher Qualifications

Over the past decade there has been a growing movement to deinstitutionalize disabled persons, and educational services should be adapted to fit the needs of these persons. There has also been an enormous growth in the prevalence, scope, and diversity of community services that support them and their families. Increasing proportions of fiscal resources are being allocated to community services through sheltered workshops, group homes, early detection programs, public school programs, supervised apartments, and adult education programs. The delivery of these diverse community services has required the participation, cooperation, and collaboration of professionals trained in many different academic disciplines. Multidisciplinary and/or multi-agency approaches are being used in programming for the handicapped. The ultimate goal of these approaches has been to improve the services and support to the disabled by eliminating the fragmentation of services, increasing the coordination of actions between agencies, and improving communication between professionals. This paper: (1) identifies and articulates a set of generic knowledge and skills that define a core of competency clusters around which a preparation program could be organized; (2) describes several alternative methods for teaching the core competency clusters; and (3) discusses issues and challenges that remain for programs which choose to prepare such professionals. (JD)

ED 221 531 SP 021 097

Ward, Beatrice A. Tikunoff, William J.
Collaborative Research.
National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date-Feb 82
Note-79p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 098-107 and ED 218 257.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Action Research, Educational Cooperation, Educational Research, Educational Trends, Elementary Secondary Education, *Instructional Improvement, *Methods Research, Research Methodology, *Research Utilization, School Personnel, *Teacher Participation, Teamwork, Technology Transfer
Identifiers-*Collaborative Research, *Research Practice Relationship

Characteristics and contributions of collaborative research studies to educational practice are explored in this paper. Definitions of collaborative research are presented which note its multiple roles and similarity to action research. Reasons for conducting collaborative research are given, centering around increased use of research outcomes, facilitated investigation, and reduced time lapse before application. The strategy of involving all school practitioners in research is illustrated through four models: (1) interactive research and development (using teams of researchers and participants); (2) collaborative research with an entire school faculty; (3) collaborative research with an entire school district; and (4) university-based research with cooperating school personnel. Eight studies are summarized in which the collaborative research strategy was limited to teacher participants: (1) teachers' techniques with classroom disruptions; (2) effects of reducing class size; (3) process-centered teaching; (4) teachers' perceptions of effective bilingual instruction; (5) acquisition of writing literacy; (6) common issues of interest to a school faculty; (7) how children learn to read; and (8) writing instruction at the elementary level. Conclusions based on developments and outcomes of collaborative research in education are stated. An annotated bibliography of 18 studies is appended. (FG)

Stulac, Joseph F., II And Others

Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching.

Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). For related document, see ED 207 990.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, *Classroom Observation Techniques, Classroom Techniques, Elementary Secondary Education, *Field Studies, *Minimum Competencies, Student Teachers, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, Teaching Methods, *Teaching Skills
Identifiers-*Assessments of Performance in Teaching, South Carolina

The Assessments of Performance in Teaching (APT) is a classroom teacher performance evaluation procedure mandated by the South Carolina legislature for all student and first year teachers. Aiming to measure minimal competence, the instrument addresses five performance dimensions: planning, instruction, class management, communication, and attitude. Over 1600 teachers were observed 3 times and rated on the 5 performance dimensions with from 8 to 11 indicators each. Objectivity has been substantiated using three observers with the same teaching demonstration. Internal consistency is high and performance dimension correlations with the total instrument score are all significant. Construct validity studies indicate that the APT is useful for multidimensional assessment of teacher skills and behavior. A latent trait analysis of these data suggests an overall unidimensional series. The tentative standards used for research purposes indicate that approximately 10 percent of the sample teachers would not be considered minimally competent. These findings will be used to design the final version of the APT to be implemented in July 1982. (PN)

ED 221 120 HE 015 464

Watson, JoAnna M., Ed. Stevens, Rex P., Ed.

Perspectives on Liberal Education: Pioneers and Pallbearers.

Report No.-ISBN-0-86554-056-X
Pub Date-82
Note-198p.
Available from-Mercer University Press, Macon, GA 31207 ($11.50).
Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-College Faculty, College Students, Educational Assessment, *Educational Benefits, Educational History, Educational Objectives, Educational Quality, Educational Trends, *General Education, Higher Education, Humanities, *Liberal Arts, *Outcomes of Education, *Relevance (Education), Skill Development

Nine essays on education in the humanities and the debate surrounding liberal education are presented by the faculty of Mercer University. Liberal Education and the Christian Intellectual Tradition,'' by Willis B. Glover, addresses the root question of what liberal education means. In Science as a Liberal Arts Discipline,'' Dan R. Quisenberry discusses the importance of science as a framework on which civilization is constructed. American Leadership and the Failure of the Humanities,'' by Kurt Corriher, argues that liberal arts institutions must produce a new image of not only competence but stature. Theodore D. Nordenhaug in Where Have All the Flowers Gone?'' discusses the mission or purpose of institutions of higher education. The Arts That Liberate,'' by Adrienne Bond, examines the amount of factual information which modern man has within his reach and how to deal with the information explosion. Today's typical liberal arts students and how colleges promote the traditional values of liberal education to the nontraditional student are discussed in 'New Students' in Liberal Arts Colleges,'' by Marjorie T. Davis and Charles C. Schroeder. Viva the Liberal Arts! Viva Specialization,'' by Edwin Harwood, calls for a balance between personal development (a characteristic of liberal education) and professional/vocational training or the development of practical skills. Joseph E. Claxton in 'Genuine' Liberal Education'' discusses the impact of a liberal education on a future law student, concluding that liberal education produces disciplined self-expression, which is a skill of great importance to lawyers. (LC)

ED 221 290 PS 013 061

Williams, R. Ann, Ed. Beeson, Betty Spillers, Ed.

Monograph of Play Research.

Ball State Univ., Muncie, IN. Dept. of Elementary Education.

Pub Date-82

Note-41p.

Available from-Ball State University, Elementary Education Department, Muncie, IN 47306 (Paper, $1.00).

Pub Type- Reports - Research (143) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age Differences, Blacks, *Cognitive Ability, *Elementary School Students, Mexican Americans, Modeling (Psychology), *Play, *Preschool Children, Preschool Education, *Pretend Play, Primary Education, Role Playing, *Sex Stereotypes

The research summaries in this monograph provide a discussion of play in young children as well as examinations of differences, values, and interventions associated with children's play. Following an introduction to the topic, four articles examine differences in children's play: two articles focus on sex stereotyping in preschoolers' child-selected play activities, and two discuss sociodramatic play among, respectively, Mexican-American and Black 3- and 4-year-olds. Concerning values, three articles examine the relationships between cognitive levels of play and child-selected play activities, play level and language use, and group play and verbal intelligence test performance by preschool- or kindergarten-age children. With regard to intervention, the final article discusses the effects of modeling on the sociodramatic play of kindergarten and first-grade children enrolled in a Title I elementary school. Several of the studies evolve from the work of Smilansky (1968):

two utilize this researcher's identification of four levels of play, while three examine aspects of her concept of sociodramatic play. Each summary reports purpose, procedure, findings, and conclusions. (RH)

ED 221 310 RC 013 579

Lewis, Ray

Community Education in Montana. The Broadview Model.

Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date-Jun 80

Note-40p.; Best copy available.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Agency Cooperation, *Agricultural Education, *Community Education, Community Involvement, *Community Resources, *Cultural Activities, Educational Facilities, Educational Finance, *Models, Postsecondary Education, Program Descriptions, *Recreational Programs, Regional Programs, Rural Extension, Rural Population, Secondary Education

Identifiers-*Montana

Four counties and five adjacent towns are served by the Broadview, Montana (population 100), community education program begun in 1978. A one mill tax levy and a 3-year Mott fund seed grant allowed for tuition courses in 1979-80; in 1981, a $5 per course fee will be charged. The majority of courses are taught in the school and are designed to provide educational, cultural, and recreational activities (not readily available in rural areas) to citizens age 13 and over. In addition, every effort is made to provide workshops useful to area ranchers and stockmen. Two county extension programs are coordinated through the program. High quality teachers and speakers are selected by the director utilizing community resources, state and local agencies, colleges, or industries. Instructors are paid an hourly rate and mileage; however, many instructors volunteer their time. Since Broadview residents and program participants provide input for planning, development, and evaluation of the program, a strong sense of community'' has been developed. Future plans include programs for younger children, courses for college credit, and courses on parenting and stress management. Appended are a list of seven essential elements of community education, a checklist for improving community education programs, and three program samples. (AH)

ED 221 329 RC 013 603

Higgins, Bryan

Urban Indians: Patterns and Transformations.

Pub Date-26 Apr 82

Note-28p.; Paper presented at the Annual Meeting of the Association of American Geographers (78th, San Antonio, TX, April 26, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Role, American Indian Culture, American Indians, Community Involvement, Ethnic Stereotypes, Group Unity, Organizations (Groups), Political Power, Population Trends, *Profiles, Public Policy, *Rural to Urban Migration, Social Support Groups, *Sociocultural Patterns, *Socioeconomic Status, *Urban American Indians, Urban Areas, Urban Planning

Identifiers-*American Indian History

For centuries American Indians have been an object of Western fascination. All too often this fascination has been an invented view of Indian people. This is especially evident with the recent movement of Indian people to urban areas within the United States and Canada. Not only has this movement been ignored by society in general, but it has also received almost no comment in the geographical literature. The complex character of urban Indian communities is sketched and a variety of interpretations are outlined. Finally, the implications for planning and public policy are examined, i.e, the recent emergence of Indian organizations which provide an innovative alternative cultural planning for urban redevelopment. (Author/AH)

ED 221 391 SE 039 203

Arasmith, E. E.

Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Aug 81

Grant-EPA-900953010

Note-35p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, Laboratory Equipment, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-Sludge Blanket Finders

The determination of the thickness of a sludge blanket in primary and secondary clarifiers and in gravity thickness is important in making operational control decisions. Knowing the thickness and concentration will allow the operator to determine sludge volume and detention time. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) successfully measure the depth of the sludge blanket in a clarifier or gravity thickener and (2) obtain reliable, consistent results using the procedures outlined. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, and student worksheet (with answers). The student workbook contains objectives; sources of materials (electronic blanket finders, sight glasses, and core samples); laboratory procedures using sight glass, electronic, and core sampler methods; instructions for constructing blanket finders; and student worksheet. No special prerequisite skills are needed before starting this module. (Author/JN)

ED 221 449 SO 014 286

Morrissett, Irving, Ed.
Social Studies in the 1980s. A Report of Project SPAN.
Association for Supervision and Curriculum Development, Alexandria, Va.; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C. Directorate for Science Education.
Report No.-ISBN-0-87120-114-3
Pub Date-81
Contract-400-78-006
Grant-SED-7718598
Note-157p.
Available from-SSEC Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.75); Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (ASCD Stock No. 611-82270, $8.75).
Pub Type- Information Analyses - ERIC Information Analysis Products

(071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Curriculum, Educational History, *Educational Needs, Educational Objectives, *Educational Practices, *Educational Trends, *Elementary Secondary Education, Futures (of Society), Problems, *Social Studies, State of the Art Reviews, Teachers

Selected and condensed portions of five reports prepared by Project SPAN (Social Studies Priorities, Practices, and Needs) are presented. The purpose of Project SPAN was to describe and assess the current and recent state of social studies/social science education, designate desired states to which social studies might or should aspire, and shape recommendations as to how those desired states might be approached. There are four sections. The first section, drawn mostly from the conclusion of an extensive report written by Hazel Whitman Hertzberg as historical background for the project, describes efforts to reform social studies during the period 1880-1980. The second section focuses on the current state of five critical elements in social studies programming and instruction: rationales, goals, and objectives; curriculum patterns; curriculum materials; teachers; and instructional practices. The third section, The Future of Social Studies,'' describes in some detail the six major problems that SPAN staff and consultants believe need to be faced in the 1980s, the desired states'' toward which social studies educators might strive, and recommendations flowing from a comparison of current states and the problems associated with the desired states. The fourth section describes one of the several major alternatives to the current pattern of social studies considered by the SPAN staff and consultants. The alternative is a social roles approach to social studies. (Author/RM)

ED 221 472 SP 020 515

Maull, Kimball

Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations.

Pub Date-82

Note-12p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Athletes, *Cardiovascular System, *Clinical Diagnosis, *First Aid, *Injuries, Internal Medicine, Physical Examinations, *Trainers

Identifiers-*Abdomen (Human Anatomy), *Athletic Trainers, Shock

It is the responsibility of the athletic trainer to diagnose the nature and extent of an injury to an athlete, administer prompt first aid treatment, prevent any exacerbation of the injury, and hospitalize the patient quickly if it is necessary. The importance of these responsibilities is emphasized when an athlete suffers an injury to the abdomen or thorax. Symptoms and first treatment actions are discussed for chest and abdominal injuries and traumas and also for the diagnosis and treatment of shock. (JD)

ED 221 570 TM 820 594

Legg, Sue M.

The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.

Pub Date-Mar 82

Note-14p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New York, NY, March 20-22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cutting Scores, Difficulty Level, Field Tests, Item Analysis, *Item Banks, *Latent Trait Theory, Scaling, *Scoring Formulas, *Statistical Analysis, Teacher Certification, Test Bias, *Test Construction, Testing Problems, Test Items

Identifiers-*Calibration, *Florida Teacher Certification Examination, Logit Analysis, Rasch Model, Rasch Scaled Scores

A case study of the Florida Teacher Certification Examination (FTCE) program was described to assist others launching the development of large scale item banks. FTCE has four subtests: Mathematics, Reading, Writing, and Professional Education. Rasch calibrated item banks have been developed for all subtests except Writing. The methods used to evaluate the stability of the score scale as it relates to a cut score based upon a logit value are explained. Cut off levels were established in terms of a logit ability scale based on field test data. Linking items were chosen so that difficulty levels were centered at the cut score. Item selection was based upon closeness of fit to the Rasch Model and item difficulty. The linking items for the Professional Education subtest were of primary concern. Results showed no bias in the test due to differences in curriculum. (DWH)

ED 221 610 UD 022 215

Annual Evaluation Report: Volume II, Fiscal Year 1981.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Report No.-E-82-47002-II
Pub Date- 81
Note-626p.
Available from-Yvonne Briscoe, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3605, Switzer Building, 330 C Street, SW, Washington, DC 20202 (write for price).
Pub Type- Reports - Evaluative (142) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-Bilingual Education Programs, Compensatory Education, *Educational Legislation, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Programs, Migrant Education, Minority Groups, Postsecondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Program Implementation, Special Education, Vocational Education
Identifiers-*Department of Education

In this report detailed summaries are provided of 108 Federal programs set up to provide funds for individual projects in elementary and secondary education, postsecondary education, and special categories (bilingual and minority education, special education and rehabilitation services, vocational and adult education, and educational research and development). Information presented for each program includes: (1) the legislative basis for Federal funding; (2) a brief funding history; (3) description of goals and objectives; (4) a review of program operations; (5) analysis of program scope and participation; (6) a report on outcomes, effectiveness, and progress; and (7) listings of ongoing and planned evaluation studies, sources of evaluation data, and names of persons to contact for further information. The volume's appendix includes brief descriptions of active 1981 contracts for evaluation of specific programs; descriptions of evaluability assessments of eight programs (discussions as to how they might be made more accountable and how they might be evaluated); and brief reports on rapid-feedback evaluations of two programs. (MJL)

ED 221 628 UD 022 521

Hsia, Jayjia

Cognitive Assessment of Asian Americans. Professional Paper.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 81
Note-41p.; Prepared under cooperative agreement 00-CA-80-0001.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Aptitude Tests, *Asian Americans, Bilingualism, Career Choice, *Cognitive Ability, *Cognitive Measurement, Cognitive Style, Comparative Analysis, Elementary Secondary Education, Ethnic Groups, Higher Education, *Intelligence Tests, Limited English Speaking, Preschool Education, Socioeconomic Status, Test Validity, Whites
Identifiers-Field Dependence Independence

This review of research on Asian American performance on cognitive measures (especially in comparison with the performance of whites) covers studies of intelligence test performance, academic ability, aptitude and achievement, cognitive style, and career paths (as influenced by cognitive abilities) among young children, elementary and secondary school students, applicants for admission to higher education, and college and graduate students since 1960. The review reveals that on intelligence and aptitude tests, Asian Americans have consistently scored higher in mathematics and lower in verbal sections than the United States population as a whole. Studies of cognitive style suggest that Asian Americans lean toward field independence and tend to do better in cognitive analysis and restructuring tasks than in activities that require greater social sensitivity. Examination of career paths indicates that Asian Americans are overrepresented in higher education institutions and in academic fields that require aptitudes for mathematics, spatial conceptualization, and reasoning, but are underrepresented in humanities and the social sciences. The review is said to demonstrate that widely-used, standardized individual and group assessment instruments have provided valid, consistent, and educationally useful information about the mental abilities of Asian Americans. Future directions in assessing academic potential and evaluating achievement among bilingual and limited-English-speaking students are presented. (Author/MJL)

Merrett, Christopher E.

Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154.

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date-Jun 82
Note-33p.
Available from-Publications Office, Graduate School of Library & Information Science, University of Illinois, 249 Armory Building, 505 E. Armory St., Champaign, IL 61820 ($3.00 per paper; $12.00 yearly subscription for five papers).
Pub Type- Information Analyses (070) - Reference Materials - Geographic (133)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cataloging, *Classification, Diagrams, Foreign Countries, *Geography, Library Collections, *Maps
Identifiers-*Africa

This guide to the theory and practice of map classification begins with a discussion of the filing of maps and the function of map classification based on area and theme as illustrated by four maps of Africa. The description of the various classification systems which follows is divided into book schemes with provision for maps (including Dewey Decimal (DDC), Universal Decimal (UDC), International Geographical Union (IGU), and Library of Congress (LC) classifications) and special map-oriented schemes (including Boggs and Lewis (B/L), Parsons, American Geographical Society (AGS), and University of Washington classifications). Seven examples of map classification for Africa and, in particular, Southern Africa are used to show the results of the major systems discussed. The relative performance of the map classification schemes is shown in diagram form and an appendix provides a brief summary of the most important features of each scheme. Twenty-eight references, a bibliography listing the sources used for the various classification methods, and the author's vita are attached. (ESR)

ED 221 251 JC 820 447

Brightman, Richard W.
Revenue Diversification: A New Source of Funds for Community Colleges.
Pub Date-Nov 82
Note-24p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business, Business Administration, Community Colleges, Educational Finance, *Financial Problems, *Financial Support, *Fund Raising, Income, Legal Problems, Program Development, Two Year Colleges
Identifiers-*Revenue Diversification

In this period of financial austerity in education, community colleges can diversify their sources of revenue as an alternative to reducing or eliminating programs or accepting a decline in the quality of education. One such approach involves the colleges in commercial activities undertaken to support educational programs and services. Although there are legal, organizational, and financial factors requiring consideration before embarking on these efforts (e.g., the question of taxation and the risks involved), these are not insurmountable barriers to successful engagement in commercial ventures. A survey of 70 California community colleges revealed that 13 of the 36 colleges responding were operating or planning to operate for-profit ventures, including contract education, catering food to the community, retail sales, leasing facilities, and granting concessions. Other colleges seeking to diversify their sources of revenue should take advantage of the physical assets they possess, recruit experts to advise on legal and business matters, engage the help of small business groups, obtain approval of the board of trustees, and establish a committee to oversee the project. Problems that need to be overcome include perceptions that for-profit ventures by educational institutions are illegal, that most of the money made will be lost in taxes, and that the college's mission will be diluted. (HB)

ED 221 410 SO 013 887

Bartz, Wayne R., Ed.
Master Teaching Experiences for Introductory Psychology.
American River Junior Coll., Sacramento, Calif.
Spons Agency-California Community Coll. Fund for Instructional Improvement.
Pub Date-22 Aug 80
Grant-AB-1173-0730-79
Note-86p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Fear, Higher Education, *Introductory Courses, Learning Activities, *Psychology, Research Methodology, Sexuality, Stress Variables, Study Skills, Teaching Methods, Undergraduate Study, Violence

Twenty-two classroom activities appropriate for college introductory psychology classes are presented. The activities require from one to four classroom sessions and introduce a variety of psychology concepts, including description, prediction, and control; research methodology; learning and memory; need for achievement; perception and creativity; reinforcement versus punishment; guilt; sexuality; stress; violence; and systematic desensitization of fears. Specifically, students engage in an ESP experiment, handwriting analysis, and doodling analysis. They try to fit unusually cut pieces of a puzzle together, shout reinforcing or adverse comments to fellow students, analyze personality tests, monitor television programs for violence, attempt to read lips, and experience a low-level state of altered consciousness. A handout on how to study is also provided. Each learning activity includes the amount of time required and lists materials needed. (KC)

ED 221 430 SO 014 252

DuVall, Charles R.

Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.; Indiana Univ., South Bend. Div. of Education.

Pub Date-Feb 82

Note-105p.; For a related document, see ED 213 622.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adoption (Ideas), Elementary Secondary Education, *Global Approach, *Information Utilization, Interviews, Program Effectiveness, Program Evaluation, Teacher Attitudes, *Teacher Workshops, Use Studies

Analyzed are the results of individual interviews with participants in the Indiana Global Education Program, which developed teacher in-service training sessions, dissemination networks, materials, and resource centers to strengthen global education in Indiana schools. This is the second phase of the evaluation study. In phase 1 questionnaires were used to determine how elementary and secondary Indiana teachers used the ideas and materials which they learned about in workshops sponsored by the programs. In phase two, interviews were conducted with 27 teachers, 15 principals, and 13 student groups ranging in size from 1 to 6 in 24 schools. Interviewees were asked what elements of the social studies program they considered most important, about their feelings and opinions toward the global education workshop which they attended, how they learned about the availability of the workshops, and how they used and disseminated the ideas and materials obtained at the workshop. The chief limitation of the study was that it is a biased sample the interviews were conducted with volunteers. It was not possible to interview individuals who might choose not to be interviewed. Findings include the following: the workshops were well-received; teachers used and modified many of the instructional ideas and materials; the means of communicating workshop availability were many and varied; and ideas and materials obtained at the workshops were disseminated to colleagues on an almost informal, one-to-one basis or only through departmental channels. Because of the favorable response pattern, the evaluators recommended that this type of in-service workshop be continued. The appendices, which comprise the bulk of the publication, contain the interview schedule and complete summary transcripts of all interviews conducted. (RM)

ED 221 551 TM 820 565

Davis, J. Kent Cochran, Kathryn F.

Toward an Information Processing Analysis of Field-Independence.

Pub Date-Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention, *Cognitive Processes, *Cognitive Style, Individual Differences, Learning Motivation, Learning Processes, Literature Reviews, Long Term Memory

Identifiers-Encoding Processes, *Field Dependence Independence

Goodenough's (1976) findings on field dependence/independence are extended here by focusing on the information processing stages of attention, encoding in short term and working memories, and storage and retrieval processes of long term memory. The reviewed research indicates that field independent and dependent individuals differ in the ability to restructure information in a perceptual and cognitive mode. This ability involves three components: (1) breaking down a complex stimulus into its component elements; (2) providing structure for an ambiguous stimulus complex; and (3) providing a different structure from that inherent in the stimulus complex. These studies indicate that field independent individuals are more adaptable in dealing with task ambiquity and the reorganization of information. Additional research is needed to more clearly identify the specific processes involved in these components. In addition, future research should explore reaction time tasks, cerebral hemisphere functions, taxonomy of mental operations, cognitive flexibility, and the performance of successful and unsuccessful learners within poles of the field dependence continuum. (PN)

ED 221 137 HE 015 487

Terrell, Charles And Others

Financing Medical Education, 1982-1983.

National Association of Medical Minority Educators, Washington, DC.
Pub Date-Feb 82

Note-54p.
Available from-National Association of Medical Minority Educators, 1720 Massachusetts Avenue, N.W., Washington, DC 20036.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Armed Forces, Cost Estimates, *Federal Aid, Financial Aid Applicants, Grants, Higher Education, Loan Repayment, *Medical Students, National Organizations, Need Analysis (Student Financial Aid), Premedical Students, *Private Financial Support, *State Aid, Student Costs, *Student Financial Aid, *Student Loan Programs
Identifiers-Guaranteed Student Loan Program, Health Education Assistance Loan Program

Information is presented on medical student financial aid programs and factors that should be addressed by the professional premedical/medical school advisor or the student about to enter medical school. Topics include the following: cost estimates; financial need and assistance; student expenses; purpose of financial assistance; applications procedures; uniform method of need analysis; the cost of attendance; married students; foreign students; appeals; adjusting financial assistance packages; tuition deposit; need analysis services; general application directions; Guaranteed Student Loans; the Federally Insured Student Loan program repayment schedule; need-based loans; the exit interview; grants; non-need-based loans; Health Education Assistance Loan Program repayment schedule; alternative programs sponsored by federal, state and private agencies; and debt management. Cost estimates are made over a 12-month period for students who rent in the local community and those who live with parents. A list of state education agencies that administer the Guaranteed Student Loan program, including addresses and phone numbers is presented. Need-based loan programs are as follows: medical school institutional loans, Health Professions Student Loans, National Direct Student Loans, College Work-Study; and Summer Work-Study. A fact sheet is presented on the Health Education Assistance Loan program, which is a non-need-based program. Alternative programs available through the armed forces and the National Health Service Corps are identified. Alternative programs at the state level are briefly described and contact persons and addresses are identified. In addition, about 40 national association aid programs are briefly described. Two forms for calculating student loans are appended. (SW)

ED 221 153 IR 010 013

Lefrere, Paul Whalley, Peter

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-Sep 79

Note-8p.; Paper presented at the ``Trends in Educational Publishing'' conference (Surrey, England, September 12-13, 1979). Best copy available. For related documents, see IR 010 011-012 and IR 010 151.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Oriented Programs, *Cost Effectiveness, Educational Technology, Evaluation Methods, Foreign Countries, Futures (of Society), *Material Development, *Multimedia Instruction, Technological Advancement, *Word Processing

Identifiers-Distance Education, *Open University (Great Britain)

The use of word processing and digital image processing to develop new methods for preparing and evaluating materials in the Open University and the implications of these developments are discussed. Recent developments in computer and educational technology are reported as they pertain to cost effectiveness both in production efficiency and educational effectiveness. In addition to discussing experiences with current developments, new or soon-to-be commercially available word processing technologies are described. Characteristics of the next generation of word processing, such as large- screen, multi-font, proportionally-spaced displays, that aid in manuscript preparation, are discussed, as well as semi-automatic house-style implementation and checks on vocabulary. (CHC)

ED 221 174 IR 010 345

Durance, Cynthia J.
Initiatives Toward a Bibliographic Communications Network for Canada
National Library of Canada, Ottawa (Ontario).
Report No.-ISBN-0-662-51891-8
Pub Date-Sep 81
Note-29p.

Available from-Minister of Supply and Services, Ottawa, Canada (SN12-1/2-1982).
Language-English; French
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communications, Decentralization, *Developmental Programs, Foreign Countries, *Information Networks, Library Automation, *Library Networks, Library Role, *National Libraries, *National Programs, Online Systems, Program Development, Program Implementation, Shared Services
Identifiers-*Canada

This paper provides an update on the status of library systems development in Canada and describes the new initiatives which the National Library is undertaking cooperatively with other institutions to facilitate the development of a nationwide decentralized bibliographic communication network. In order to place current network initiatives and the leadership role of the National Library in perspective, the highlights of library automation in Canada over the last two decades are reviewed. The role of the National Library in network development is then recounted, with emphasis on the various task groups which have taken part in specific activities. The characteristics and differences between closed and open library/information networks are also discussed, and major steps which have been taken toward implementation of a decentralized Canadian library network are outlined, and the importance of specific committees and interest groups in network implementation is stressed. (Author/JL)

ED 221 214 IR 010 389

Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7.

Library of Congress, Washington, D.C. Network Development Office.

Report No.-ISBN-0-8444-0403-9

Pub Date-82

Note-84p.; Papers delivered before the Library of Congress Network Advisory Committee (Washington, DC, March 1982).

Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541 ($5.00)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Communications, Costs, Information Networks, *Information Services, *Interlibrary Loans, Library Automation, Library Cooperation, *Library Planning, *Library Services, Technological Advancement

Identifiers-*Document Delivery Services, Electronic Publishing, Library Statistics

Three papers set the framework for a 1982 program session on document delivery organized by the Library of Congress Network Advisory Committee. Following a list of committee members, the first paper, by James L. Wood describes: (1) dimensions of document delivery activity in the United States including statistics on borrowing and lending organizations, document delivery transactions, fill rates, turnaround times, types of documents requested, and costs; (2) component parts of the current document delivery process, incorporating awareness of document existence; identification of sources for borrowing; request verification, generation, transmittal, and processing; loan or copy transmittal; fee payment; and return of originals; and (3) changes expected in the document delivery process up to 1986. A glossary and explanation of acronyms are provided. The second paper, by M. E. L. Jacob, briefly reviews the technologies affecting document delivery in terms of input, storage, communication, and output. A bibliography is supplied. The third paper, by Susan H. Crooks, sets the stage for the future of libraries in the year 2000 by creating five scenarios encompassing a printed text service without books, a national reference service provided by a public corporation, a community culture center, a college/university information service, and an institute of research libraries. The impact of technology and market developments on library services is also discussed. (ESR)

ED 221 233 JC 820 367

Love, Robert W. Olson, Frederick S.

An Interdisciplinary Course Involving Science and the Humanities. Final Report.

Shoreline Community Coll., Seattle, Wash.

Spons Agency-Washington State Board for Community Coll. Education, Olympia.

Pub Date-15 Jun 82

Note-20p.; Funded through the Washington State Community Colleges Humanities Project.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Course Content, Course Descriptions, Curriculum Development, *Humanities, Humanities Instruction, *Interdisciplinary Approach, *Science Education, Two Year Colleges

The project described in this report focused on the development of an interdisciplinary course incorporating physics and literature at Shoreline Community College. Part 1 provides an overview of the project and summarizes major questions and problems confronted in the process of curriculum development, including the relationship between science and the humanities and the need to redefine both in light of modern knowledge and research; the lack of guidelines, formats, and ready-made materials available to simplify the development of the course; the need to find materials that were accessible and comprehensible to the average freshman student; and the urgency of confronting the implications of post-Einsteinian science in terms of human consciousness and values, and human survival. Part 2 contains the course syllabus, including information on course objectives, format, reading selections, assignments, evaluation, and grading. Part 3 outlines the schedule for the 10-week course, during which topics such as the relationship of science and the humanities from the classical Greek period to the Einsteinian revolution and beyond; the relationships between science and religion and between literature and science; the effect of scientific revolutions on accepted world views; and the radical world of quantum physics and its implications are discussed. Topics, readings, and films are indicated for each week. Parts 4 and 5 provide bibliographies of books and films. (KL)

ED 221 270 PS 013 032

Colligan, Robert C.

Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening.

Pub Date-Aug 82
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Discriminant Analysis, Followup Studies, *Parent Participation, *Predictive Measurement, *Preschool Children, Preschool Education, Remedial Instruction, *School Readiness, *Screening Tests, Sex Differences, *Test Construction
Identifiers-Minnesota Child Development Inventory, *Parent Reports

Almost all preschool screening programs depend entirely on information and observations obtained during a brief evaluative session with the child. However, the logistics involved in managing large numbers of parents and children, the use of volunteers having varying degrees of sophistication or competency in assessment, the reliability and validity of such data, and the time and cost required for such approaches suggest that adjuncts or alternatives to such direct testing programs should be explored. In this paper, the potential usefulness of parent reports in preschool screening as an alternative or supplement to direct examinations of children is examined through a review of 7 research studies encompassing 1,413 children and using both subjective and objective outcome criteria. Overall, the data strongly support the use of parent questionnaires as a means of obtaining useful and economical information about the potential difficulty a pre-kindergarten child may have during the primary school years. (Author/MP)

Whitener, Leslie A.

Migrant Farmworkers and Their Attachment to Farmwork.

Pub Date-Sep 82
Note-31p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1-4, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, *Agricultural Laborers, Blacks, Census Figures, Definitions, *Demography, Economic Status, Education, *Employment Patterns, Ethnicity, High School Graduates, Hispanic Americans, Income, *Migrant Employment, *Migrant Workers, *Migration Patterns, Place of Residence, Profiles, Residential Patterns, Sex, Travel, Wages
Identifiers-*United States

Using data obtained in December 1979 from the biennial Hired Farm Working Force Survey supplement of the Current Population Survey, case weights were applied to obtain a sample of 149 migrant farmworker case studies (selected from an estimated 217,000 migrant farmworkers) to ascertain the agricultural attachment level of migrant farmworkers in terms of employment and demographic variables. Analyses focused on three worker groups: those citing farmwork as their principal activity during the year; workers citing nonfarm work as their principal activity; and those not in the labor force during most of the year. Variables examined included age, sex ethnicity, education, days worked, wages earned, distance traveled, and major crop or livestock activity. Analyses indicated that: the primarily farmwork group was highly dependent on agriculture for the majority of their earnings, had lower total earnings than those of the primarily nonfarm work group, and were more likely to be older, household heads, and largely responsible for their families' support; and the primarily nonfarm work group used farmwork only for supplemental income, obtained only a small portion of their total earnings from farmwork, and had higher total earnings than others. Data suggested possible inaccuracies in the general image of migrant farmworkers as portrayed by the literature. Statistical tables are appended. (AH)

ED 221 350 SE 036 065

Puerto Ricans in Science and Biomedicine: Report of a Conference.

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Institutes of Health (DHHS), Bethesda, Md.
Report No.-AAAS-Pub-81-R-5; ISBN-87168-255-9
Pub Date-Nov 81
Contract-NIH-263-81-C-0130
Note-72p.; Conference held in Bethesda, MD, April 22-24, 1981.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biomedicine, *College Science, *Conferences, Engineering Education, Enrollment Influences, Higher Education, *Hispanic Americans, Labor Force, Organizations (Groups), *Puerto Ricans, *Science Careers, Science Education, Scientists

Twelve divisions and institutes of the National Institutes of Health (NIH) cosponsored this conference to examine the barriers to participation of Puerto Ricans in the United States to careers in science and biomedicine. Areas addressed during the conference included: (1) perspectives from the NIH; (2) historical and modern perspectives of Hispanic contributions to American life; (3) statistical profile of enrollments, degrees, and science/engineering labor force (including 15 tables); (4) education of Puerto Ricans in the United States; (5) status of science in Puerto Rico; (6) organizing Puerto Rican scientists; and (7) recommendations, including those relating to pre-college education, college and graduate education, employment and professional status, compiling a directory of Puerto Rican scientists and engineers, and establishing a network of Puerto Rican scientists, engineers, and students. (SK)

ED 221 370 SE 039 129

Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
Institution of Engineers (India).
Pub Date-Jan 79
Note-420p.; Document is marginally legible.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Faculty, College Science, *Engineering Education, *Engineers, Foreign Countries, Futures (of Society), Higher Education, Interdisciplinary Approach, Needs Assessment, *Professional Continuing Education, Science Education, Social Sciences, *Teacher Education, *Technical Education, *Technology
Identifiers-*India

This volume of proceedings contains the keynote addresses, theme papers, and reports of the various technical sessions of the National Seminar on Educating the Engineers of the Future. A total of 10 technical sessions were held. Areas addressed included: (1) social and technological scenarios and technological forecasting; (2) technologies required; (3) new metallic elements for 2000 A.D.; (4) educational systems and technologies; (5) systems of education for 2000 A.D.; (6) education in basic sciences for 2000 A.D.; and (7) educating the engineer of the future in developing countries. Recommendations based on the conference are included in a final section. (Author/JN)

ED 221 473 SP 020 516

Burkhardt, Sandy

The Rationale for Joint Mobilization.

Pub Date-82

Note-6p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Biochemistry, *Cytology, Human Body, Injuries, Medicine, Motor Reactions, Osteopathy, *Physical Disabilities, *Physical Therapy, Physiology

Identifiers-*Joint Injuries, Sports Medicine

This paper presents an overview of the functions of connective tissue and the mechanisms of joint injury and contracture formation in relation to therapeutic exercise. The components of connective tissue operation are explained, including fibroblasts, macrophages, plasma cells, and collagen. An examination of the histology of connective tissue as it relates to joint motion limitations takes into account the importance of collagen synthesis. Three phases of the tissue repair process as they affect the joint capsule are summarized, and the factors that contribute to the degree of contracture, such as trauma and inflammation, are identified. Another aspect of contracture formation is introduced, involving myofibroblasts, an active process which decreases tissue flexibility. Experimental work in myofibroblastic contractures is now of interest in plastic surgery and hand surgery research. (FG)

ED 221 494 SP 020 978

Stahl, Norman A.

The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty.

Pub Date-81

Note-21p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Admission Criteria, *Basic Skills, *College Faculty, College School Cooperation, *Educational Needs, Higher Education, Minimum Competencies, *Remedial Instruction, Student Attitudes, *Teacher Attitudes, *Undergraduate Students

Each academic year, a growing number of students with basic deficiencies in skills that are mandatory for successfully achieving the benefits of higher education enter colleges and universities. This problem is not limited to minority and underprivileged populations; these students come from all walks of life, all levels of socioeconomic backgrounds, and all levels of ability. Active student recruitment by institutions or their departments may promote the problem, especially when students have previously benefited from the effects of grade inflation in high school. Many students are unprepared because they did not take the necessary college preparation courses, and some who are oriented toward a career will not be able to meet their goals unless assistance is provided. A survey was conducted of faculty members to determine their attitudes and opinions regarding the basic academic skill levels of undergraduates. Over half of the respondents felt that student competency in basic skills had decreased, the greatest losses being in the language arts. Many respondents blamed poor high school preparation. Slightly more than 74 percent felt that institutions of higher education should provide corrective services. While faculty members appeared to be very much concerned about the skill levels of undergraduates, most preferred to stay out of what they perceived to be the remedial aspects of education. However, many seemed willing to undergo inservice training and to use supplementary techniques and materials designed to assist the learning of students needing help. To correct the troubled transition from secondary to postsecondary education, closer working relations between the secondary schools and colleges is needed. (JD)

ED 221 513 SP 021 037

Hartle, Helen

Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-Aug 82
Grant-G008101992
Note-60p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accreditation (Institutions), Elementary Secondary Education, Inservice Teacher Education, *Mainstreaming, Policy Formation, Preservice Teacher Education, Program Content, *State Standards, *Teacher Certification, *Teacher Education Programs, Teacher Qualifications
Identifiers-National Assn of State Dir of Tchr Educ and Cert

Responses and changes made, in answer to the passage and implementation of the Education for All Handicapped Children Act, to preservice and inservice teacher certification patterns and requirements and program approval standards for teacher preparation programs in the United States are described in this report. Part 1 is an analysis of the teacher education program approval standards developed by the National Association of State Directors of Teacher Education and Certification and adapted by a number of states. This analysis focuses on those provisions related to training of regular classroom teachers to teach both handicapped and nonhandicapped students in the same classroom. Part 2 contains survey information from 50 states relative to state program approval standards, certification requirements, and other policies and practices enacted to ensure that educators have the knowledge and skills to work with handicapped students in the regular classroom. Also included is an analysis of these findings. Part 3 contains a brief review of how the measures were passed and of the groups most instrumental within each state in getting the measures enacted. An appendix lists certification offices of state education departments. (JD)

ED 221 532 SP 021 098

Hamilton, Stephen F.

The Social Side of Schooling: Ecological Studies of Classrooms and Schools.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-41p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), *Classroom Environment, *Classroom Observation Techniques, Educational Change, *Educational Research, Educational Trends, Elementary Secondary Education, Equal Education, Individual Development, Interpersonal Competence, Peer Groups, *Socialization, Socioeconomic Influences, *Student Behavior, Student Teacher Relationship

This paper discusses findings of ecological studies of classroom learning drawn from the fields of anthropology, sociology, and ecological psychology. The aim of the studies is to illustrate the processes of teaching and learning rather than to establish generalizable rules for instruction by challenging the methodology and findings of traditional educational research. The studies satisfy four criteria: (1) Teaching and learning are treated as continuously interactive rather than as a set of causes and effects; (2) Attitudes and perceptions of all participants are important; (3) Teachers' and students' interactions with the social and environmental climate are addressed; and (4) Ideally, ecological research considers both immediate and extended settings and relationships in its analysis. The studies are discussed in terms of socialization in the school, socialization and academic learning, the social patterns that perpetuate inequality, and studies of school change. (FG)

ED 221 571 TM 820 599

Holmes, Morris And Others

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.

Arkansas State Dept. of Education, Little Rock.
Pub Date- 81
Note-80p.; Portions are marginally legible.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Assessment, Elementary Education, Grade 3, Grade 6, Grade 8, *Minimum Competency Testing, *Quantitative Tests, *Reading Tests, State Programs, Testing Programs, *Test Interpretation, Test Use
Identifiers-*Arkansas Educational Assessment Program, *Test Manuals

The Arkansas Educational Assessment Program (AEAP) was initiated in 1979 when the Arkansas legislature passed Act 666, the Education Assessment Act. AEAP provides meaningful data on student achievements to educators, legislators, parents and citizens on the status and progress of Arkansas basic skills education. This information assists schools in planning educational programs and identifying educational needs. The 1981 AEAP Teacher's Guide was developed to help local school district staff interpret and use the data from the Arkansas Educational Assessment Program. This teacher's guide will be of particular value to school principals, teachers and others who want to understand and use the assessment test. The 1981-82 Arkansas Educational Assessment Program included criterion referenced tests in reading and mathematics at third, sixth and eighth grades. This teacher's guide is devoted to helping the reader interpret the third, sixth and eighth grade tests. The teacher's guidebook includes an explanation of the learning areas assessed (section 2), guidelines for interpreting AEAP test results (section 3), and objectives tested with examples of test items (section 4). (Author/PN)

ED 221 591 TM 820 628

Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Pub Date-Feb 82

Note-57p.; For related document, see TM 820 629 and ED 210 665.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Tests, *Elementary Secondary Education, Equated Scores, Mathematics Achievement, Reading Achievement, School Districts, *Testing Programs, Test Results, *Test Selection, Test Use, *Test Validity

Identifiers-*Atlanta Public Schools GA, California Achievement Tests, Iowa Tests of Basic Skills, Test Curriculum Overlap, Test Equivalence

This document reports on the procedures and results of the Atlanta Public Schools (APS) testing program in changing from the Iowa Tests of Basic Skills (ITBS), administered to grades 1 through 7 from 1973-79, to the California Achievement Tests (CAT), Form C, administered in Spring 1980 to provide a continuous testing program from the elementary through secondary grades. The ITBS, CAT, Metropolitan Achievement Tests (MAT), and SRA Achievement Series were reviewed and evaluated on 18 criteria, the foremost being compatibility with the APS curriculum. The CAT was selected. An equating study using the method of equi-percentile equating of scores was utilized to determine the relationship of scores between the 1971 edition of ITBS and the 1978 edition of CAT. It was found that correlations for the two tests were higher for the on-level cells, and that the correlations for Mathematics were higher than those for Reading Comprehension. In 1980 the CAT test battery and the ITBS Reading Comprehension subtest were administered. Score conversions produced equivalent results only for the second grade. The first grade CAT scores were equivalent to the national norm; other grades scored below the national norm. Reading Vocabulary scores were particularly low. The highest scores occurred in Spelling. (PN)

ED 221 291 PS 013 062

Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development.
National Institutes of Health (DHHS), Bethesda, Md.
Report No.-DHHS-81-2346
Pub Date-Mar 81
Note-45p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Adults, *Behavior, Behavior Development, Children, Cognitive Development, Emotional Development, Expenditures, *Federal Programs, Health, *Individual Development, Infants, Language Acquisition, *Learning, Program Descriptions, *Research Projects, Social Development
Identifiers-*National Institute Child Health Human Development

Research programs of the human learning and behavior branch of the National Institute of Child Health and Human Development (NICHHD) are described in five sections of this document. The specific programs conducted in the areas of learning and cognitive development, development of communicative abilities, biological bases of behavioral development, social and affective development, and health-related behaviors are reported in brief summaries which provide statements about research needs and problems under consideration, indicating various approaches researchers have taken in addressing the problems. A brief overview of the NICHHD's research centers and the learning and behavior branch precedes the program descriptions. In conclusion, future research emphases are recounted. Related materials are appended, including breakdowns of funding by projects in the behavioral sciences for Fiscal year 1979 (FY79), by primary disciplines (FY79), by program category (FY77-79), and by number of trainees and fellows (FY77-79). (RH)

ED 221 311 RC 013 580

Redbird, Duke

We Are Metis. A Metis View of the Development of a Native Canadian People.

Ontario Metis and Non Status Indian Association, Willowdale.; Ontario Ministry of Culture and Recreation, Toronto.

Report No.-ISBN-0-919181-00-7

Pub Date-80

Note-83p.

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Canada Natives, *Civil Rights, *Federal Indian Relationship, *Federal Legislation, Foreign Countries, Leaders, *Self Determination

Identifiers-*American Indian History, Canada, *Metis (People)

Written from a Metis' point of view, the book narrates Metis history (mid 1600's to present) and recalls the people's struggle for aboriginal rights and recognition of the Canadian confederation. Historical accounts include a brief description of the Metis; establishment of the Selkirk Settlement by the Hudson Bay Company; western movement and settlement of Canada; organization of the National Committee of the Metis of the Red River formed by Louis Riel; influences of Metis leaders (Louis Riel and Gabriel Dumont); implementation of federal legislation (Manitoba Act and Indian Act); and formation of the National Indian Council and implications of Red Power.'' Facts pertaining to aboriginal rights and land claims are explored in one chapter. A description of the development of a new kind of Metis in the 20th century and their fight to establish their place in Canadian society concludes the document. (ERB)

ED 221 411 SO 013 919

United States History Curriculum Guide. Grade 11.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development
Pub Date-80
Note-282p.; Portions of Appendix C may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Curriculum Guides, Grade 11, *History Instruction, Interdisciplinary Approach, Resource Units, Secondary Education, Social Problems, Teaching Methods, *United States History

Four different approaches to the teaching of U.S. history chronological, topical, interdisciplinary, and problems are presented. The purpose is to help students in grade 11 learn about and appreciate the country's history, heritage, beliefs, and institutions. The first approach presented is chronological, is in outline form, and contains nine units about U.S. history from 1600 to the present. Each unit has a time line, a list of objectives, an outline of historical data, and a vocabulary list. The second approach is topical and consists of four major units: Development of Our National Heritage, Internal Crises and Turmoil, Industrial Development in the United States, and United States Foreign Policy. Lists of Objectives, vocabulary, and audiovisual aids are included. The third approach, interdisciplinary, consists of a bibliography which lists historical fiction novels to help students understand the U.S. development through reading literature. The bibliography is arranged to correspond to the units listed in the chronological approach. The problems approach briefly lists 12 current problems for research, including concerns about the Ku Klux Klan, ERA, draft registration, and government loans to corporations. The guide contains three appendices. The first lists 30 American history textbooks and related materials that are annotated and arranged alphabetically by publisher. The second and third appendices contain tests, informational handouts, and worksheets that can be used to accompany the chronological and topical approaches presented in the first part of the guide. (NE)

ED 221 611 UD 022 219

Goodman, Victor Brian
Urban Teacher Stress: A Critical Literature Review.
Pub Date- 80
Note-48p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Environment, Elementary Secondary Education, *Environmental Influences, Mental Disorders, *Personality Traits, *Psychological Patterns, *Socioeconomic Influences, *Stress Variables, *Teacher Burnout, Teaching Conditions, Teaching Load, Urban Teaching
Identifiers-*Stress (Biological)

This review of literature on stress among teachers in urban schools examines the stress concept as it is defined in medicine, psychology, and teaching; causes of teacher stress; the nature of the stress response in teachers; ways of coping with stress and the effects of various stress reduction techniques; economic and educational costs of teacher stress; and the impact of teacher stress on students and on society. Among the sources of stress identified are pupil misbehavior; environmental factors such as poor working conditions, poor organizational management, and non-participation in decision-making; personality characteristics; life experiences; interpersonal relationships; and structural variables such as school location, school racial composition, and students' socioeconomic status. The ways in which teachers are observed to respond to stress include illness and other physiological symptoms, burnout, and nervous breakdowns. It is suggested that teacher stress may lead to high anxiety and negative behavioral and learning outcomes among students; that high stress is concentrated in urban areas of low socioeconomic status; and that lowering teachers' stress levels may result in positive educational outcomes for students and favorable effects on society in general. (MJL)

Warren, Charles P.

Minority Student Response to the Anthropology of Asian Black Populations. Revised.

Pub Date-82
Note-22p.; Earlier version of paper presented at the Annual Meeting of the Association for Asian Studies (34th, Chicago, IL, April 2-4, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthropology, *Asian Studies, *Blacks, Cultural Traits, Curriculum Development, *Ethnic Groups, Foreign Students, Higher Education, *Minority Groups, *Student Attitudes
Identifiers-*Aboriginal People, *Asian Blacks

Since 1970, the University of Chicago has offered three undergraduate anthropology courses on Philippine Negrito and Malay and Thai aboriginal black populations. Between 1975 and 1981, 72 students, including American blacks, Filipinos, and other Asians, attended the courses. The instructor's observations of students' responses to the courses indicated that minority students responded negatively to presentations of nudity, poverty, and lack of hygiene among the groups being studied, and to the generally racist treatment of Asian black groups in the anthropological literature. To a great extent, rejection of Asian anthropology courses by minority students can be attributed to the quality of anthropology that has been practiced by its contributors in their writings on Southeast Asia. What is needed is a high quality of anthropology that questions the assumptions that all Negrito populations may be lumped together as one group. Instead, each group should be identified by the name the group calls itself, described by phenotype and genotype, and recognized as having a distinct culture. Thorough and methodologically-sound ethnography/ethnology must be developed to replace inaccurate generalizations offered by previous investigations, and to provide non-racist material that can be used to train perceptive and sensitized students. (Author/MJL)

ED 221 121 HE 015 465

Quay, Richard H., Comp.
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
Vance Bibliographies, Monticello, Ill.
Report No.-ISBN-0-88066-179-8
Pub Date-Sep 82
Note-9p.
Available from-Vance Bibliographies, Post Office Box 229, Monticello, IL 61856 ($2.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accreditation (Institutions), Educational Philosophy, *Educational Quality, *Education Work Relationship, Ethics, *Experiential Learning, Extension Education, *External Degree Programs, General Education, Higher Education, Liberal Arts, Private Colleges, Program Evaluation, Standards
Identifiers-*Keeton (Morris T)

A bibliography of about 45 materials authored, coauthored, or edited by Morris T. Keeton on the nature of experiential learning in higher education is presented. Specific topics of the publications, which cover 1938-1982, include the following: quality, equality, and experiential learning; defining and assuring quality in experimental learning; improving accreditor's evaluation of experiential learning programs; building experiential learning into external degree programs;

integrating education and practical experience in American higher education; accrediting off-campus learning; alternative pathways to liberal education; campus responsibilities for the fit between training and jobs; dilemmas in accrediting off-campus learning; a profile of private liberal arts colleges; the range of ethics; the climate of learning in college; Antioch College's redesign of its general education program; and the philosophy of Edmund Montgomery. (SW)

ED 221 154 IR 010 076

Anderson, William Zharkov, D. S.

Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society International Federation of Library Associations, The Hague (Netherlands).

Pub Date-Aug 81

Note-23p.; Best copy available. Papers presented at the annual conference of the International Federation of Library Associations (47th, Leipzig, East Germany, August 17-22, 1981).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiotape Recordings, Braille, Foreign Countries, *Hearing Impairments, Library Extension, Library Networks, Library Planning, *Library Services, *Public Libraries, Publishing Industry, Special Libraries, Talking Books, *Visual Impairments

Identifiers-England, Library Statistics, User Needs, *USSR

The first of two papers presents suggestions on library services for the deaf by a British university lecturer, and the second provides an enumeration of Russian achievements in providing the blind with books. Based on an outline of the personal and social implications of deafness and unawareness of the deaf on the part of libraries and the general public, the first paper recommends that public libraries initiate education for deaf children in the use of the library, establish contacts with organizations of the deaf, furnish information resources for the deaf, arrange training for staff who will be serving the deaf, and generally encourage those with hearing disabilities to recognize the library as an information provider. Four references are given. The second paper covers publishing and library services for the blind in the Russian Federation (RSFSR). Information is presented on the organization and services of the centralized network of special libraries for the blind and the publication of braille literature and audio recordings or readers'' for the blind on a state-planned basis utilizing the financial resources of the All-Russia Society of the Blind (ARSB). The activities of the Republican Central Library for the Blind are also outlined. Statistical data are provided. (ESR)

Smith, James L., Comp Lawson, Elsie H., Comp.

Instructional Materials and School Library Resources.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date- 81

Note-41p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Federal Aid, *Instructional Materials, *Learning Resources Centers, Library Acquisition, Library Materials, Library Services, *Program Development, Resource Allocation, *School Districts, School Libraries

Identifiers-*Elementary Secondary Education Act Title IV, *Maryland

This directory lists the Elementary and Secondary Education (ESEA) Act, Title IV projects undertaken by school library media centers to improve their collections and services in school districts throughout the state of Maryland. The entries in the directory are arranged alphabetically by local education agency name (i.e., school district),

and each entry contains information on contact persons within the school district, the school district mailing address and telephone number, a description of the purpose of the project(s) undertaken by the school district, a breakdown of funding allocations by activity area, and a short list of project priority areas. A table listing priorities for allocation of funds throughout the state as determined by local educational agencies and institutions, a table listing initial allocations under Title IV for fiscal year 1981, and a table listing school library media resources and instructional materials as indicated in ESEA Title IV applications are included. (JL)

ED 221 196 IR 010 369

Allan, Daniel S. And Others

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.

Shooshan & Jackson, Inc., Washington, DC.; SRI International, Menlc Park, Calif.

Spons Agency-Department of Education, Washington, DC.; National Telecommunications and Information Administration (DOC), Washington, D.C.

Pub Date-Oct 81

Contract-300-78-0490; NT-81-SAC-00070

Note-126p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Computers, *Costs, *Deafness, Financial Support, Input Output Devices, Microcomputers, Models, Networks, *Telecommunications, Telephone Communications Industry

Identifiers-Baudot Weitbrecht Telecommunications Devices Deaf, Deafnet, Electronic Mail

The purpose of this report is to assess the viability of developing commercial computer communications networks to provide communications services to the deaf community on a nationwide basis. Access to this network is considered for existing Baudot/Weitbrecht Telecommunications Devices for the Deaf (TDDs) and ASCII terminals with Bell modems. The basic communications needs of the deaf and the potential market for a Deaf Network and Associated Services are defined. Examination of key concepts used to determine the commercial feasibility of DNAS, including supply and demand considerations and subsidy mechanisms, is followed by a review of current telecommunications provisions for the deaf, particularly Deafnet, a computer-based communication demonstration system. After discussing factors involved in a national commercial vendor-based framework for DNAS with special consideration of tariff design, the commericial performance of DNAS as it might be offered to a specific target population is evaluated. Preliminary commercial feasibility estimates are given for three alternative tariff structures and two supplier cost models. The study indicates that DNAS is likely to be commercially viable in the long term, although initial subsidies will be required. An appendix discussing the shift to cost-based pricing in the telephone industry, a glossary, and 26 references are also provided. (ESR)

ED 221 252 JC 820 449

Booher, Sandra C.
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
Los Medanos Coll., Pittsburg, Calif.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date-15 Jul 82
Grant-G008005086
Note-253p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*College Faculty, Community Colleges, Faculty Development, *Inservice Teacher Education, *Peer Teaching, *Reading Instruction, Remedial Instruction, Teacher Workshops, *Tutorial Programs, Two Year Colleges, *Writing Instruction
Identifiers-*Writing Across the Curriculum

Because Los Medanos College (LMC) has no entrance tests or academic tracks, instructors are faced with mixed reading and writing levels in the classroom. LMC has elected to address this problem through a college reading and writing center and through the extensive use of peer tutors to upgrade language skills in all subject areas. In 1980, LMC began a 2-year project designed to train full-time faculty to supervise, direct, and support peer tutors. The project consisted of semester-length seminars repeated for four different sets of instructors over the 2-year period. The seminars, taught by language arts faculty, covered topics such as how to select a tutor, how to screen classes for literacy problems, and how to reinforce good reading and writing habits through appropriate classroom methods. Participating instructors selected their own tutors, who enrolled in tutor-training classes offered by the language arts faculty. Seventy percent of the full-time faculty participated in the seminars, and the number of students being tutored in content areas increased from 308 in 1980-81 to 420 in 1981-82. Students who received tutoring had higher grades and retention rates than students who were selected for tutoring but did not receive it. The project report includes an overview, discusses the purpose and background of the project, and lists outcomes and impacts on faculty, students, and tutors. Extensive appendices include a sample of seminar topics, dissemination materials, and evaluation, budget, and descriptive reports. (KL)

ED 221 371	SE 039 130

Canipe, Stephen L.
Tying into Computers.
Pub Date-82
Note-13p.; Paper presented at the Energy, Environment and Economics Teacher Workshop.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Elementary School Science, Elementary Secondary Education, *Energy, *Environmental Education, Science Education
Identifiers-*Energy Education

Topics in this paper include: sources of computer programs, public domain software, copyright violations, purposes of computers in classrooms (drill/practice and interactive learning), computer assisted instruction, flow charts, and computer clubs (such as App-le-kations in Charlotte, North Carolina). A complete listing of two computer programs (in Applesoft Basic) are also listed, LIGHT BULB'' and BLASTOFF.'' The first program sets up an introductory graphic of a light bulb and Duke Power Plant, gets the user's name and provides feedback, erases Duke Power identifier and leaves light bulb, causes the light to flash on/off, asks questions of the user, and uses a flashing subroutine if the answer is correct and a noise subroutine if the answer is incorrect. The second program, written as a reward program to provide motivation, clears the screen and produces a countdown with sound from 10-0, provides a blastoff sound, draws a rocket and flame, moves the rocket up the screen, and clears with screen printing an A-OK'' message. (Author/JN)

ED 221 392 SE 039 204

Wooley, John F.
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Mar 82
Grant-EPA-900953010
Note-30p.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Filter Leaf Test

In the operation of vacuum filters and belt filters, it is desirable to evaluate the performance of different types of filter media and conditioning processes. The filter leaf test, which is used to evaluate these items, is described. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) successfully run the filter leaf test; (2) accurately record data and observations; (3) organize data to perform the required calculations for the test; (4) make general interpretations as to the quality of the sludge used in the test and of the media used on the filter; and (5) obtain reliable and consistent results. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, overhead transparency masters of filter leaf apparatus, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures, and worksheet. (Author/JN)

ED 221 431   SO 014 253

Cook-Fuller, Charlotte And Others
Why Teach Population Education?
Pub Date-82
Note-8p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizenship Education, Demography, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Migration, *Population Education, Population Growth, Population Trends, Skill Development, *Social Studies, *Teacher Workshops

Population education can help students develop coping skills and make responsible decisions as members of a family, a community, a nation, and a world. For example, by studying and understanding the impact of changes in population growth rates, compositional characteristics, and migration shifts, students, as future citizens, will be better able to take part in the process of social planning. Population education will help students comprehend the cause and effect relationships which result in vanishing species, severe distress to delicate ecosystems on coastal areas, changing health problems, and manpower needs. Interest in population education is developing across the nation. However, teachers have insufficient knowledge about population and how to infuse it into the existing social studies curriculum. In an effort to ameliorate the lack of knowledge and to develop continued interest in the study of population dynamics, Towson (Maryland) State University has organized the Population Education Institute, which now offers summer workshops for teachers and other interested parties. Teachers are taught that population education encompasses basic population and demographic terms, the relationship of population to standards of living and human health, population impact on environment, population and the economy, and population policies and programs. The paper concludes by outlining the objectives of the workshops and the skills they attempt to develop. (RM)

ED 221 474 SP 020 517

Spiker, John
Implications of Tissue Healing to Treatment.
Pub Date-82
Note-4p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Athletes, *First Aid, *Injuries, Medical Services, *Trainers
Identifiers-*Athletic Trainers

The athletic trainer must understand the physiological process involved in an acute injury and the appropriate steps to be taken in immediate care treatment. Local inflammatory reaction to soft tissue injury is important for the athletic trainer to understand, and it is of primary importance to minimize the intracellular and extracellular fluid resulting from tissue injury. A complication with injuries is hemorrhage coupled with the pain-spasm-pain cyle. A four-step sequence of treatment for tissue injuries involves: ice, compression, elevation, and immobilization. This produces faster and less painful healing. Failure to use this sequence can only make an injury even more traumatic and difficult to treat. (JD)

ED 221 552 TM 820 566

Lee, Mickey M. Sonis, Andrew L.

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped.

Pub Date-Jul 82

Note-26p.; Paper presented at the International Association of Dentistry for the Handicapped (Toronto, Canada, July, 1982).

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Measures, *Dental Schools, *Dental Students, *Disabilities, Educational Experience, Factor Structure, Geriatrics, Higher Education, Measures (Individuals), Medical School Faculty, Mental Retardation, Physical Disabilities, Test Construction, Test Validity

Identifiers-*Dental Students

The development and testing of an instrument for assessing dental students' attitudes toward the handicapped is presented. This instrument is easily administered (approximately 10 minutes) and scored, and possesses sound psychometric properties. Norms were derived from 826 students in 8 regionally-distributed dental schools. Content validity of the scale was established by means of expert opinion, and construct validity was examined by varimax rotation factor analysis. The results of the factor analysis indicated that this Dental Students' Attitudes toward the Handicapped Scale (DSATHS) is composed of two primary factors: attitudes toward educational experiences and instructors, and attitudes toward interpersonal and future interactions with the handicapped. The results of additional correlational analyses indicated that the 32 item instrument is internally consistent and stable over time. Included is the DSATHS inventory and scoring directions. (Author/PN)

ED 221 215 IR 010 390

Mendenhall, Kathryn
A Survey of the Cataloging in Publication Program. Final Report.
Battelle Memorial Inst., Vienna, VA. Columbus Labs.; Library of Congress, Washington, D.C.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-May 82
Note-128p.; Additional support provided by the R. R. Bowker Company.
Available from-Subscriber Accounts Unit, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cataloging, Information Dissemination, Interlibrary Loans, *Library Acquisition, Library Catalogs, Library Circulation, *Library Services, Library Surveys, National Libraries, Online Systems, Publishing Industry, Questionnaires, *Use Studies
Identifiers-*Cataloging in Publication, Library Statistics, *MARC

This report describes a survey of 2,366 randomly selected U.S. academic, public, special, and school libraries which examined the usage and impact of the Cataloging in Publication (CIP) program on three areas of library operations: acquisitions, cataloging, and public services. Utlization of CIP data by a separate group of large U.S. libraries is also reviewed. Following discussion of the study's scope, objectives, background, and methodology, a summary of 25 findings and 9 recommendations for enhancing the CIP program is presented. It is recorded that a majority of all libraries responding to the survey use CIP data for one or more purposes, and that the majority of respondents express a favorable or very favorable opinion of the CIP program. In addition, high use of CIP for cataloging purposes, medium use for acquisition activities, and low use for public services are reported. A total of 61 tables throughout the main body of the report present statistical answers to 37 questions on the usage, benefits, and problems of the CIP program and possible changes and/or improvements to it. Appendices comprise a brief description of CIP, a list of members of the CIP Advisory Group, and a sample questionnaire and survey cover letter. (ESR)

ED 221 234 JC 820 381

Hodges, Daniel L.

Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.

Lane Community Coll., Eugene, Oreg.
Pub Date-81
Note-6p.
Journal Cit-Focus on Productivity; n4 p8-11 Sum 1981
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Course Content, Course Evaluation, Educational Testing, Grades (Scholastic), *Program Effectiveness, Reading Instruction, Reading Skills, *Remedial Programs, *Student Placement, *Testing Programs, *Test Reliability, Two Year Colleges

The present system of testing and placement at Lane Community College (LCC) provides for voluntary assessment in reading, writing, and mathematics during orientation period, followed by recommendations for enrollment in appropriate courses. While only 15% to 20% of the new students at LCC participate in the testing/placement program, it must be remembered that many students are thoroughly tested through some other department or means and many are already aware of their abilities. Although the present voluntary system is not seen by LCC faculty and staff as solving the problem of achieving accurate placement and preparation for advanced courses, neither is mandatory testing and placement seen as a solution. Research indicates that while the vast majority of LCC students have low reading skills, the majority are succeeding in college-level work; students who took remedial reading courses did not necessarily achieve higher grades than those who did not; and various reading tests and readability scales use different standards making it difficult to match reading test scores with text readability levels. A workable testing program would have instructors testing for the specific prerequisite skills needed to succeed in a given class or program. These prerequisites could be identified by analyzing lectures, instructional materials, and assignments and would include both content and study skills. Though a difficult process to develop and implement, such a testing program would be an improvement over the existing system. (KL)

Miller, Kevin Gelman, Rochel

The Child's Representation of Number: A Multidimensional Scaling Analysis.

Pub Date-Aug 82
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, Arithmetic, *Cognitive Processes, *Computation, Concept Formation, Developmental Stages, Elementary Education, *Elementary School Students, *Kindergarten Children, *Number Concepts
Identifiers-Judgmental Processes, Nonmetric Multidimensional Scaling, Piagetian Theory, *Similarity Ratings

In order to describe developments in children's conceptions of numbers and numerical relations, judgments of similarities between numbers were solicited from adults and from children in kindergarten and grades 3 and 6. A nonmetric multidimensional scaling analysis suggested that children gradually become sensitive to an expanding set of numerical relationships during this period, although even kindergartners appear to understand the importance of magnitude as a basis for judging similarity between numbers. A second study further probed the basis for kindergartners' number-similarity judgments, using the first 10 letters of the alphabet as stimuli and providing subjects with an explicit criterion for making judgments (distance between letters in the alphabet). These results suggest that the number-similarity judgments of kindergartners, and to a lesser extent of third-graders, are based upon counting distance. Results implicate the acquisition of numerical skills and operations such as counting, addition, and multiplication in a gradual broadening of the concept of number. (Author)

ED 221 292 PS 013 064

Danko, Maribeth And Others

The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants.

Spons Agency-March of Dimes Birth Defects Foundation, Washington, D.C.
Pub Date-May 82
Note-17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, Minneapolis, MN, May 6-8, 1982). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diseases, *High Risk Persons, *Hospitalized Children, *Infants, *Parent Attitudes, *Premature Infants, Questionnaires, Rating Scales
Identifiers-Health Status

Part of a larger study investigating the longitudinal effects of prematurity, illness, and hospitalization, this study focuses on parent perceptions of their infants at 2, 4, and 6 months of age, with age being corrected for conceptional age at birth. It was hypothesized that neonatal condition and age of infant at the time of measurement would affect parents' perceptions of their child. Four groups of infants were included in the study: (1) 17 pre-term infants whose gestational ages were less than 36 weeks and who experienced prolonged hospitalization after birth, (2) 12 full-term infants who were diagnosed at birth as having some type of illness and hence also experienced prolonged hospitalization, (3) 8 full-term healthy infants who were hospitalized for up to 8 days as a result of their mothers having an infection, and (4) 16 full-term healthy control infants. At each age following birth, a questionnaire modeled after a measure employing a 7-point semantic differential scale was completed; parents rated their baby and an average baby of the same age along 10 items, such as calm versus excitable, strong versus weak, happy versus unhappy, and so on. Results are discussed. In general, high-risk infants were perceived as being different from the healthy control infants, and these differences persisted through 6 months of age. (RH)

ED 221 331 RC 013 605

Beaman, Tempie D.

Initiating and Developing Minority Adoptive Parent Groups.

Los Angeles County Dept. of Adoptions, CA.
Spons Agency-Children's Bureau (DHHS/OHS), Washington, DC.
Pub Date-Aug 82
Note-12p.; Prepared at the Adoption Resource Center, Region 9.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activism, *Adoption, Agency Cooperation, *Agency Role, Child Welfare, Community, Group Dynamics, Guidelines, *Minority Group Children, *Minority Group Influences, Organizations (Groups), Orientation Materials, *Parent Associations, Placement, *Program Development, Social Support Groups
Identifiers-Special Interest Groups

Many factors make it difficult for establishment institutions to recruit adoptive minority families. Minority adoptive parent groups have begun to have an impact on removal of obstacles to recruitment of families and placement of minority children in permanent homes. Because parent groups have organized to educate both their communities and the agencies, substantial increases in placement have been noted in communities where minority adoptive parent groups are involved in the design and implementation of the program. Additionally, where these groups are actively monitoring the adoption process, there are significant increases in the number of families approved by the agencies. Minority adoptive parent groups can be formed by either agencies or communities. This publication provides guidelines for the formation of minority adoptive parent groups. Addressed are the steps for forming agency or community initiated groups, including their purposes, structure, officers, incorporation, tax exempt status, goals, and resources. Appended is a list of addresses for Region IX minority adoptive parent groups. (AH)

ED 221 351 SE 036 081

Energy Adventure.

American Oil Co., Chicago, Ill.; Oak Ridge Associated Universities, Tenn.

Pub Date- 81

Note-74p.

Available from-Amoco Teaching Aids, Energy Adventure, P. O. Box 1400K, Dayton, OH 45414 ($1.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Conservation Education, *Energy, *Energy Conservation, *Environmental Education, *Interdisciplinary Approach, Learning Activities, Science Activities, Science Education, Secondary Education, *Secondary School Science, Social Studies

Identifiers-*Energy Education

Designed as an interdisciplinary, supplemental teaching guide, this document provides fundamental information about energy supply, use, and conservation and related learning activities for secondary students. Eight units address the following topics: energy history, petroleum, natural gas, coal, electricity, alternative sources, energy conservation, and energy and economics. Each unit contains teacher background information, an activity with accompanying spirit duplicating master and suggestions for additional activities. Ten exhibits (maps, charts, graphs, and illustrations) are provided on separate sheets for conversion to overhead transparencies, opague projection, or for duplication. (Author/DC)

ED 221 450 SO 014 292

Deery, Ruth
Scholar Dollars: Their Use in Classroom Management.
Good Apple, Inc., Carthage, IL.
Report No.-ISBN-0-86653-057-6
Pub Date-82
Note-79p.; Some drawings and figures may not reproduce clearly. Best copy available.
Available from-Good Apple, Inc., Box 299, Carthage, IL 62321-0299 ($5.95).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Techniques, Discipline, Discipline Problems, Elementary Secondary Education, Learning Motivation, Student Motivation

Suggestions and background information to help teachers use classroom currency to influence students' behavior and academic efforts are provided. There are five parts to the publication. Part 1 discusses the many uses of classroom currency in teaching economics content, for motivation, and in discipline. For example, if teachers find that something they must teach is so repetitious that the classic symptoms of boredom start to appear, they could set up a simulation wherein students work for an imaginary institution: a laboratory which pays them for properly identified or analyzed specimens, a language agency which pays them for correct translations, or a computer service which pays them for correct equations for story problems. A classroom management scheme based on an economic model for Putting Scholar Dollars to Work'' is described in part 2. A variety of ways for Spending the Scholar Dollars'' is discussed in part 3. Among the possibilities are purchasing classroom privileges such as pencil sharpening and trips to the bathroom, and shopping at student-run businesses. Part 4 examines Three Pitfalls and How to Sidestep Them.'' Problems which often arise include theft and loss, fund pooling, and the charge of materialism by parents. The publication concludes with a discussion of Making the Reproducibles.'' Scholar dollars can be personalized, color-coded or size-coded, and student-designed. Examples of different denominations and designs are provided. (RM)

ED 221 495 SP 020 979

Caffrey, Thomas J.

Fostering Success of Non-Traditional Students.

Pub Date-14 May 82
Note-24p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, Basic Skills, *Correctional Education, Correctional Rehabilitation, *Educational Diagnosis, *Individualized Education Programs, Mathematics Instruction, *Prisoners, Reading Instruction, Student Characteristics, *Vocational Education

The reasons for recidivism remaining a problem among prisoners, in spite of the fact that many prisoners may have received vocational training, may be based on: (1) the way education programs are implemented in various correctional institutions without any over-all plan or strategy; and (2) the type of individual being educated. Many inmates are from minority groups or low socioeconomic levels and carry over, into corrections education, years of failure in the school system and a poor attitude. Some modifications of the traditional framework of education are being attempted in penal institutions in Pennsylvania. Emphasis is upon the unique learning characteristics and needs of the learner and individual differences. An academic center has been initiated within the prisons' vocational educational training programs. Upon entry, inmates are tested and their academic abilities are evaluated. Remedial work is needed for the majority of the students in reading and mathematics. Following this educational diagnosis, individualized education plans are drawn up for each student, and time is allowed for remedial instruction concurrent with the vocational education program. Case studies are presented of seven students: the diagnosis of needs arrived at by testing, the individualized education plan drawn up for the student, the educational materials selected to meet the individual's needs, the general progress of the student, and pre- and post-test results. (JD)

ED 221 533 SP 021 099

Weinstein, Rhona S.

Student Perceptions of Schooling.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-63p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Environment, *Classroom Research, Educational Environment, Educational Trends, Elementary Secondary Education, Peer Relationship, Self Concept, *Student Attitudes, Student Behavior, Student Evaluation of Teacher Performance, Student Reaction, Student School Relationship, *Student Teacher Relationship, Teacher Behavior

Research literature on student perceptions of classroom environment is reviewed in this paper. The intent is to indicate the types of issues that have been addressed and to illustrate recent developments in the field of student perception. Seven categories of student perception are examined: (1) teachers and teacher behavior; (2) peers and peer relationships; (3) other school personnel; (4) causes of behavior (attribution theory); (5) self concept and self esteem within the classroom; (6) classroom climate and procedures; and (7) school procedures and practices. The value of the studies to future educational practice is noted, and suggestions are made for further research, including systematically mapping the student perception domain, charting developmental milestones, and studying contextual and methodological variables. A bibliography of over 100 research studies is appended. (FG)

ED 221 572 TM 820 601

Iverson, Grace C.

Training the Evaluation Expert: An Evaluator Returns to the Field.

Pub Date-Mar 82
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Assistant Principals, Evaluation Methods, Evaluation Needs, *Evaluators, *Exchange Programs, Institutional Characteristics, Junior High Schools, *Management Development, Urban Schools
Identifiers-*Job Exchange Programs, Lansing School District MI

The Director of Evaluation Services of a mid-sized urban school district describes her job exchange experiences as an assistant principal in a junior high school. The background of the writer and description of the district, evaluation training in the district and returning to the field, and how evaluation fits are discussed. The purposes of the job exchange included providing on site evaluation training to building staff; providing the school administrator with evaluation supervision experience; providing the director an opportunity to view field use of evaluation methodologies and products; and the opportunity to assess problems of a particular school and developing strategies to resolve them. The administrators involved in the exchange returned to their respective positions at the end of the year. They agreed that their assignments had been a valuable personal and professional growth experience. The evaluation methodologies used at schools and those supported by central administration are related. However, there is a wide variation in perspective concerning what is of importance to school based personnel as contrasted to central administration personnel. (DWH)

ED 221 592 TM 820 629

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
Pub Date-Mar 82
Note-296p.; For related document, see TM 820 628 and ED 210 665.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Achievement Tests, *Elementary Secondary Education, Mathematics Achievement, Reading Achievement, *School Districts, Scores, *Testing Programs, *Test Results
Identifiers-*Atlanta Public Schools GA, *California Achievement Tests

The Atlanta Public Schools administer a systemwide achievement testing program annually to assess the academic progress of students enrolled in kindergarten through the eleventh grades. The 1981 administration of the California Achievement Tests revealed evidence that test-level assignments have improved. The regular education students were tested within two levels of their grade placement. The percent of students scoring at or below the chance level was lower than it has been since that index has been reported (1975). Provisions were made for testing of special education students while eliminating those scores from school and system summaries. Seventy percent of the special education students participated in the 1981 testing program. Scores continued to improve at every level. Kindergarten and first grade scores exceeded the national norm in every subtest area; second-grade scores were above the national norm on Total Reading, Total Mathematics, and Test Composite. In Reading, 43 percent of students enrolled in grades 1 through 8 scored at or above the national norm. In Mathematics, 47 percent of these students scored at or above the national norm. These figures represent an increase since 1980 of 12 percentage points in Reading and 14 percentage points in Mathematics. (PN)

Dunseth, William B.
An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition.
Council for Advancement and Support of Education, Washington, D.C.
Report No.-ISBN-0-89964-193-8
Pub Date-82

Note-42p.
Available from-Council for the Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, DC 20036 ($16.50).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Capital, College Planning, Educational Finance, Endowment Funds, Estate Planning, Financial Support, *Fund Raising, *Grants, Higher Education, Income, Interest (Finance), *Investment, *Money Management, Philanthropic Foundations, *Private Financial Support, School Funds, *Trusts (Financial)
Identifiers-Annuities, Charitable Remainder Trusts, Unitrusts

Information on annuity, charitable remainder trust, and bequest programs is presented. Attention is directed to the growth and basic premises of annuity and life income plans and the question of why an institution should include annuities and charitable trusts in a development program. The various types of plans and gifts and the tax advantages of each are explained in lay language. Practical guidelines are presented on how to start, market, and evaluate annuity and life income plans, and how to work with the business office. The gift annuity is a contract between the institution and the donor. The institution pays a guaranteed lifetime annuity in return for the gift of cash, securities, or real property. The deferred gift annuity is tailored to meet the needs of the donor who wants to claim a substantial charitable contribution now but is willing to defer income payment to a later date. Higher rates of return and larger charitable contributions are available under deferred annuity plans because the gift is invested by the college and the return on the investment accrues to the donor's benefit during the period before the first payment is made. The unitrust is established as a separate trust with no commingling with other funds. As a result, a flexible management policy can be followed to meet changing conditions and the investment objectives of the donor can be considered. Other types of charitable remainder trusts are the net income unitrust, the annuity trust, the term certain annuity trust, and the charitable lead trust. Types of gifts are cash, stocks or bonds, tax-exempt bonds, tangible personal property, and real estate. (SW)

ED 221 312 RC 013 581

Miranda, Manuel, Ed. Ruiz, Rene A., Ed.
Chicano Aging and Mental Health.
Human Resources Corp., San Francisco, CA.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Report No.-DHSS-ADM-81-952
Pub Date-81
Contract-NIMH-278-77-0026(SM)
Note-290p.
Pub Type- Information Analyses (070) - Collected Works - General (020)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Aging (Individuals), Cultural Influences, Delivery Systems, Economic Factors, *Futures (of Society), Gerontology, Health Services, Linking Agents, Mental Health, *Mental Health Programs, *Mexican Americans, *Older Adults, Policy Formation, Politics, Research Methodology, *Research Needs, *Social Science Research, Social Support Groups, Socioeconomic Influences
Identifiers-*Chicanos

Focusing on the direction future research on the Chicano elderly should take, the 10 papers address theory development, methodological approach, social policy and problems, mental health service delivery, and issues of mental illness. The first seven papers discuss: the theoretical perspectives of research pertaining to mental health and the Mexicano elders; Chicano culture and mental health among the elderly; the extent and heterogeneity of natural helping networks among the Chicano elderly; politics of elderly Mexican Americans, especially political behavior related to mental health; economic implications of aging and Chicano mental health; the premises and underlying values of Mexican and Anglo service delivery systems; differences which create problems in Chicano use of services; linguistic and sociocultural factors which affect the delivery of mental health services; research in the Chicano community; and an approach that views the researcher as an objective'' insider. Forecasting Future Cohorts of Mexicano Elders'' by Ernesto Galarza is a philosophical paper regarding the future and the Chicano elderly. Based on information presented in the preceding eight papers, the final two papers identify a series of research questions on the mental health of Chicano elderly and discuss theoretical and methodological issues of research on the Chicano elderly. (NQA)

Grimes, Mary Loftin

Beyond the Status Quo: Merging Feminist Studies with Teacher Education.

Pub Date- 79
Note-7p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, *Education Courses, Higher Education, *Sex Bias, *Sex Fairness, *Teacher Attitudes, *Teacher Education, Teacher Education Curriculum

Printed materials and teacher practice continue to perpetuate rather than challenge harmful stereotypes about women, making it necessary to create teacher education courses to raise the level of consciousness of inservice and preservice teachers. At the University of Florida, a course entitled The Gender-Free Curriculum'' has four purposes: (1) raise the consciousness level of participants on a range of issues; (2) increase understanding of cultural influences whereby stereotypes are conveyed; (3) train participants in content analysis procedures for evaluating materials in and out of the school setting; and (4) enable participants to develop a repertoire of materials and procedures for positive change in their own school. Using Together We Can: Elementary and Secondary Training Kit'' as a source of class activities, students' gender-related feelings and attitudes are identified, and coordinated activities are prescribed. Content analyses are performed of a textbook, a television show, and a noncurricular publication. Completion of the fourth goal allows the participant to translate the attitudes and skills developed from the first three goals into a plan of action. Teacher educators can and should extend their efforts well beyond the limits of the course in order to eliminate sex stereotyping in elementary and secondary classrooms as well as in society at large. (FG)

ED 221 612 UD 022 294

Cotera, Martha P., Comp.

Checklists for Counteracting Race and Sex Bias in Educational Materials.

Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-46p.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (write for price).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Education, Check Lists, *Curriculum Evaluation, Elementary Secondary Education, *Ethnic Bias, Ethnic Stereotypes, Guidelines, *Instructional Materials, *Media Selection, Minority Groups, Multicultural Education, *Racial Bias, Reading Material Selection, *Sex Bias

Guidelines and checklists for evaluating and selecting curriculum materials to be used in bilingual/multicultural education programs are presented in this handbook. The central concern is to be able to eliminate materials that contain various forms of racial and sex bias or encourage undesirable race and sex-role stereotyping. The guidelines and checklists, which were selected from information collected in a survey of materials selection criteria being used by government agencies all over the United States, allow the user to identify materials that contain evidence of discrimination; evaluate texts and readers for accuracy of minority portrayals, sex-role stereotyping, and racial stereotyping; and recognize biases in bilingual materials. A bibliography of tools and guidelines for unbiased materials selection and curriculum development is included. (MJL)

ED 221 630 UD 022 523

Heaton, Tim B. And Others

The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency-Economic Research Service (DOA), Washington, D.C. Economic Development Div.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.-CDE-WP-82-29

Pub Date-Apr 82

Note-44p.; Paper presented at the Annual Meetings of the Population Association of America (San Diego, CA, April, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Blacks, Demography, Economic Factors, *Migration Patterns, *Population Distribution, *Racial Composition, Social Influences, Trend Analysis, *Whites

United States population trends in 1960 suggested that the growing socioeconomic status of blacks would result in increasingly similar migration patterns among blacks and whites. Analysis of 1950 to 1980 census data was conducted to test that prediction. The analysis showed that in general, recent population trends have differed greatly from past trends, and are characterized by a shift toward nonmetropolitan growth (versus earlier movements toward large cities) and a resurgence of Southern growth. Examination of movements between metropolitan and nonmetropolitan counties showed that blacks are participating in the same redistribution trends that characterized the American population as a whole in the 1970-1980 decade. The greater black (versus white) growth rates in fringe counties, the resurgence of black growth in nonmetropolitan areas, and the decline in racial growth differentials between the South and non-South in the 1970s suggest that blacks are increasingly affected by social forces that determine white population redistribution. However, growth rates have not completely converged: the narrowing of the gap between percentages of blacks and whites is marked only in fringe counties of large metropolitan counties. Given the magnitude of change in the last decade, the uneven distribution of blacks and whites will probably remain despite recent evidence of convergence. (Author/MJL)

ED 221 122 HE 015 466

Konkle, James

Estimating the Economic Impact of Vermont Institutions on Their Local Economies.

Vermont State Commission on Higher Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-24p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Economic Factors, Educational Economics, Expenditures, Government School Relationship, Higher Education, Local Government, *Mathematical Models, *School Business Relationship, *School Community Relationship, *Taxes

Identifiers-*Economic Impact, Economic Impact Studies, *Vermont

In order to determine the economic impact of a college on its local community, the short-term cash-flow relationships are translated into models representing the economic components and the transactions that typically occur. A series of models derived from an American Council on Education publication are presented for the use of higher education professionals in Vermont. They are presented in the form of equations, to which the user may apply the relevant data collected for his own institution or community. The models represent these economic activities: college related local business volume (local expenditures by the college, faculty and staff, students, and visitors to the college), and college-related revenues received by local governments (taxes and other payments by the college, taxes and other payments by student living groups, and property and non-property taxes and other payments by faculty and staff). An appendix lists the equations' variables and the data elements they represent, and suggests sources for the data. Notes on the multiplier effect in economic transaction are also appended. (MSE)

ED 221 176 IR 010 347

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-PGI-81/WS/11

Pub Date-Sep 79

Note-215p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Children, Developed Nations, *Developing Nations, Folk Culture, Library Cooperation, Library Education, Library Networks, *Library Planning, *Library Role, *Library Services, Nationalism, *National Programs, Publishing Industry, Regional Programs, Shared Services, Social Environment

Identifiers-*Africa, Finland, Information Transfer, *Nordic Countries, Oral Literature

Contained in this collection of presentations from the third Afro-Nordic Library Conference are a foreword describing the objectives of the meeting and 14 papers: From Oral Tradition to Literary Writing: The Awakening of National Awareness,'' by Heikki Kirkinen; African Library Systems,'' by L. E. Samarasinghe; Planning of Library Infrastructures: Nordic Views,'' by Lars Tynell; Planning of Library Infrastructures: Problems Related to the Running of Library Networks in Africa,'' by A. G. T. Ofori; papers on centralized services for libraries in Nordic countries and in Africa, by Harald Granheim and E. E. Kaungamno respectively; The Role of Public Libraries in the Transfer of Information,'' by Annette Skov; papers on resource sharing in Nordic and African libraries, by Eeva-Maija Tammekann and S. B. Aje respectively; papers on reader services for children in Nordic and African libraries, by Gerd Hillman and Gloria Dillsworth respectively; papers on integrated library education in Nordic and African countries, by Ben Rugaas and A. A. Bousso respectively; and Libraries in the African Development Projects: The Problems of the Library Service in Africa,'' by D. E. Uba. Conference resolutions, a list of conference participants, and transcripts of two addresses by Finnish officials are appended. (JL)

ED 221 352 SE 036 390

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Dec 81
Grant-EPA-T-901366010
Note-327p.; For related documents see ED 182 111, ED 195 448-450, ED 199 076, ED 200 456, ED 209 104, ED 212 503; SE 039 187
Available from-EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Audiovisual Aids, Citizen Participation, Environmental Education, Indexes, Information Dissemination, *Instructional Materials, Pesticides, Postsecondary Education, Technology, Waste Disposal, *Waste Water, Water, Water Pollution, *Water Quality, *Water Resources, *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials; related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials'' or IRIS Supplements I-VII. (Author/JN).

ED 221 372 SE 039 131

Zimmermann, Bernd

On Some Trends in German Mathematics Education.

Pub Date-82

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Design, Curriculum Development, Educational Research, Elementary Secondary Education, Instruction, Learning Theories, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Models, *Program Descriptions, Program Design, Teaching Methods

Identifiers-Mathematics Education Research, *West Germany

The following approaches to mathematics education, represented in German-speaking countries mainly, are analyzed: (1) the structuralist/formalistic approach; (2) the genetic approach; (3) the approach by elementarization; (4) the problem-solving approach; (5) the approach of Freudenthal; (6) the approach by project-orientation; (7) anthroposophical'' approaches; and (8) the approach by application. Similarities and differences are stressed, in the hopes of yielding some contribution to a theoretical foundation of mathematics education. It is felt that there is a current need for theoretical augmentation and guidelines and that this presentation highlights the norms and values of each analyzed approach. Suggestions are made for further study that could lead to a meta-theory'' of mathematics education. (MP)

ED 221 393 SE 039 205

Arasmith, E. E.

Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Apr 82
Grant-EPA-900953010
Note-69p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College along with a video cassette.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Chemical Analysis, Instructional Materials, *Laboratory Procedures, Postsecondary Education, Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Jar Test

The jar test is used to determine the proper chemical dosage required for good coagulation and flocculation of water. The test is commonly used in potable water, secondary effluent prior to advanced wastewater treatment, secondary clarifier influent, and sludge conditioning practice. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant personnel with the basic skills and information needed to: (1) successfully run the jar test; (2) accurately record data and observations; and (3) determine proper chemical dosages and mixing times for proper coagulation and flocculation. The teacher's manual contains a statement of instructional goals, lists of instructor/student actitivies and instructional materials, instructional strategies on preparing stock solutions, overhead transparency masters, and student worksheet (with answers). The student manual contains objectives, prerequisite skills needed before starting the module, sources of jar test units, laboratory procedures, and worksheet. (Author/JN)

ED 221 412 SO 013 933

Rodgers, Beverly Hoffmeyer, Carl

Organizing for Social Science/Citizenship Improvement: A Rural Approach.

Education Service Center Region 7, Kilgore, Tex.

Pub Date-81

Note-1,232p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF09/PC50 Plus Postage.

Descriptors-*Citizenship Education, Competency Based Teacher Education, *Curriculum Development, *Educational Change, Educational Objectives, Elementary Secondary Education, Instructional Improvement, Instructional Materials, Learning Activities, *Models, Needs Assessment, Resource Materials, *Rural Education, *Social Studies

An instructional change model, known as OSSI (Organizing for Social Science Improvement) which helps small rural school administrators and teachers learn about, respond to, and effectively adapt new ideas to local instructional settings, is described. The OSSI project was begun in 1979, when 29 districts in east Texas had documented student and program needs in social studies, citizenship, free enterprise, and career education but lacked resources to undertake the development of a K-12 social studies/citizenship curriculum. The resources that they pulled together comprise this publication, of which there are many parts. The bulk of the publication contains the instructional management system (IMS) developed to encourage curriculum coordination across the 12 grades. Ten core concepts are identified. A K-12 scope and sequence indicating subjects and objectives for each grade level are provided. Instructional materials and learning activities are coded to each objective. Mastery tests are provided. Other resources contained in the publication include a list of teacher competencies, a resource bibliography, a needs assessment and evaluation guide, and a discussion of change models. (RM)

ED 221 475 SP 020 518

Johns, Florene Carnicelli

Transcutaneous Electrical Nerve Stimulation: Research Update.

Pub Date-82
Note-5p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Clinical Diagnosis, *Injuries, Medical Research, *Physical Therapy
Identifiers-*Pain Control, *Transcutaneous Electrical Nerve Stimulation

Currently, research is being performed in the area of nonsurgical and nonchemical means for influencing the body's threshold for pain. Today, transcutaneous electrical nerve stimulation (TENS) is being widely used for this purpose. Application of this treatment can be confusing, however, because determining such things as selection of the proper intensity, frequency, and duration of doses, and proper electrode placement may be difficult. While patients stimulated with low-frequency TENS and with conventional high-frequency TENS both experience pain relief, a controversy exists over the pulse width. A sound knowledge of etiology, location, and character of pain is essential in selecting stimulation sites. Experiments in applying TENS to acupuncture points have indicated that this method of locating stimulation points can be effective. (JD)

ED 221 553 TM 820 567

Burstein, Leigh And Others

The Use of Within-Group Slopes as Indices of Group Outcomes.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-R-171
Pub Date-81
Note-40p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Aptitude Treatment Interaction, *Educational Assessment, Outcomes of Education, Science Education, Secondary Education, *Statistical Analysis, *Test Results
Identifiers-International Assn Evaluation Educ Achievement, *Within Group Slopes

The possibilities and problems in the use of within-group slopes of outcomes on inputs as indicators of substantive educational group effects are considered. Slopes are proposed as outcome measures which may reflect within-group processes in between-group analyses of multilevel data. Research on aptitude x treatment interactions, contextual effects and school effects provide a theoretical rationale for the proposed methodology. Science data (Comber and Keeves, 1973) on 14-year-olds is used as an empirical example to illustrate a group-level analysis with slopes. In this example, a school-level analysis (N 107 schools) of factors affecting science test performance is considered. The findings of steeper within-group slopes related to greater opportunities for exposure to science instruction and with greater emphasis on individual exploration are consistent with results from research on informal/open, individually guided/less structured instruction. Further study is needed for schools with specific combinations of discovery approach to instruction, amount of science instruction and verbal ability. Despite their theoretical and empirical appeal, the use of within-group slopes as outcomes is fraught with problems. The statistical, empirical, substantive, and communication problems that arise from the use of slopes as outcomes are discussed. (Author/PN)

ED 221 155 IR 010 151

Waller, Robert
Numbering Systems in Text Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date-78
Note-27p.; For related documents, see IR 010 011-013.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Design Requirements, Foreign Countries, *Instructional Design, Layout (Publications), Models, *Textbook Preparation, Textbook Publication
Identifiers-*Distance Education, *Open University (Great Britain), Text Structure

These two papers discuss ways of improving the quality of educational texts used by the Open University in distance learning courses. The first discusses how text numbering systems should be used and when it is appropriate to use them; five recommendations are given. The last paper discusses how instructional design teams can best approach decisions about the presentation of course units. It is concluded that the quality of text presentation is a function of many interconnected factors. (LLS)

ED 221 197 IR 010 371

Wiget, Lawrence A., Ed.

Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.

Pub Date-82

Note-44p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advertising, Community Involvement, Display Aids, Elementary Secondary Education, *Learning Resources Centers, *Media Specialists, Newsletters, Parent Participation, Professional Development, *Public Relations, *School Libraries, Teacher Participation, Volunteers

Identifiers-Administrator Involvement, Association for Educational Communications Tech

By presentation of a variety of suggestions for public relations activities, this booklet provides the library media specialist with means for enhancing the effectiveness of the school and district library media program. The lists of ideas begin with general suggestions for library media center (LMC) facilities, services, and communications, and continues with recommendations to the media specialist for enhancing his or her public image and furthering professional growth. A major section outlines ways of reaching out to students by providing and advertising LMC services and sponsoring student activities. Many recommendations for involving teachers, school administrators, volunteers, parents, and the community as a whole with the LMC program follow. A final section lists contributors to the booklet. (ESR)

ED 221 235 JC 820 383

Rossman, Neil Farrell, Catherine

Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.

La Guardia Community Coll., Long Island City, N.Y.

Pub Date- Mar 77

Note-12p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges, Course Descriptions, Course Objectives, *Course Organization, *Education Work Relationship, *Internship Programs, *Personal Autonomy, Seminars, Two Year Colleges, *Work Attitudes, *Work Environment

Student and instructor course outlines are provided for a seminar designed to relate individual freedom to the work experiences of students presently on internships. First, the guide for the instructor identifies the seven sections of the course: What Is Freedom?''; Freedom and Your Internship''; You and Your Co-Workers''; How Much Freedom Do You Want?''; Employer/Employee Rights and Responsibilities''; Are Work and Freedom Compatible?'' and the seminar evaluation. For each topical section, the outline details: (1) objectives, e.g., identification of the concept of freedom, the degree of freedom on the internship, how freedom relates to interactions with other workers, the importance of responsibility to the individual, and the qualities important to the person in his/her job; (2) discussion questions intended to make students examine their views on work and freedom, e.g., How do you feel on the job?'' and Are you allowed to make mistakes?''; (3) field assignments, such as keeping a log on the internship and investigating certain aspects of the job situation; and (4) a list of readings. Additionally, objectives and procedures for evaluating the seminar are provided. The course outline for students presents overall course objectives and provides detailed instructions and questions for five field assignments. (HB)

Covington, Helen C. Tiballi, Terry

Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.

Pub Date-3 Apr 82
Note-17p.; Paper presented at the Western College Reading Association Convention (San Diego, CA, April 3, 1982). Small print in tables may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Community Colleges, Instructional Improvement, *Learning Theories, *Mathematics Instruction, *Remedial Instruction, *Remedial Mathematics, Sequential Approach, Teaching Methods, Two Year Colleges
Identifiers-*Blooms Taxonomy

The process of applying Bloom's Taxonomy of Educational Objectives to developmental math classes is described in this paper. The first section provides background and identifies the six steps in the cognitive domain, arranged from the lowest to the most complex level of learning, as knowledge, comprehension, application, analysis, synthesis, and evaluation. Next, the advantages of applying the taxonomy to developmental math courses are outlined, in terms of its role in aiding students to overcome math anxiety and in providing a structure within which the instructor can articulate the behavioral objectives for the students. Then, the use of the taxonomy for lesson planning and creative teaching is discussed, using as an example a lesson involving quadratic equations. First, the formula is stated and the students are asked to memorize it. Second, the students relate the general formula to specific applications. Third, students are asked to solve problems using the equation. Fourth, students apply the skills learned to solving word problems and relating quadratic equations to other types of equations. Fifth, students are taught to synthesize the knowledge of quadratic equations attained and other algebraic techniques. Finally, methods of problem solving are evaluated on the basis of their validity, precision, and elegance. Appendices provide additional lesson plans, applying Bloom's taxonomy to the study of simple set notation, right triangles solving, and curve sketching. (HB)

Waterman, Shereen H.

Literature Analysis for Relating Children's Experiences to School.

Pub Date-May 82
Note-189p.; Specialist in Education Dissertation, New Mexico State University. Contains some pages of marginal legibility due to light print.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Class Activities, Elementary Education, *Elementary School Students, *Experiential Learning, *Individual Development, Language Arts, *Learning Activities, Literature Reviews, Mathematics Education, Pilot Projects, Science Education, *Skill Development, *Social Development, Social Studies

The purpose of this study was to review and synthesize a diversity of research and classroom activities concerned with experiential elementary education. To make these materials readily available to teachers, a collection of examples of experiential activities, research, and professional writings was organized into four academic subject areas (language arts, math, science, and social studies) and listed alphabetically by author. Materials within each subject area were further categorized by general learning skills, using Knowles' (1975) taxonomy of roles and their required competencies. As a result of this study, the author developed a series of activities utilizing the philosophy of experiential education, implementing these activities with 40 fourth-grade students in multicultural classrooms. A detailed description of the procedure, activities, and outcomes of the author's experiment are presented, along with recommendations for using experiential activities in the classroom environment. (MP)

ED 221 332 RC 013 612

McAlpine, Dave
Literatura Oral Hispanica (Hispanic Oral Literature).
Morningside Coll., Sioux City, IA.
Pub Date-82
Note-29p.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Background, *Folk Culture, Higher Education, Hispanic American Culture, *Hispanic Americans, *Humor, *Legends, Local History, Oral History, *Proverbs, Singing, Student Developed Materials
Identifiers-*Iowa (Siouxland), *Riddles

As part of a class in Hispanic Oral Literature, students collected pieces of folklore from various Hispanic residents in the region known as Siouxland'' in Iowa. Consisting of some of the folklore recorded from the residents, this paper includes 18 cuentos y leyendas'' (tales and legends), 48 refranes'' (proverbs), 17 chistes'' (jokes), 1 trabalengua'' (tongue twister), 6 adivinanzas'' (riddles), and 17 canciones infantiles'' (children's songs). Among the tales and legends are La Llorona,'' De Brujas,'' La Virgen de Guadalupe,'' Un Bulto,'' Salio Con Su Domingo Siete,'' and La Calavera.'' Various versions of some of the legends and tales are provided. The proverbs pertain to such subjects as being an understanding person, helping others, being in a hurry, acting wise, telling the truth, trying to do too much, and doing a good deed. The tongue twister is Tres tristes tigres andaban tragando trigo en un trigal.'' The riddles pertain to such subjects as wine, avocado, switchblade, clouds, and a letter. The children's songs include Un Elefante,'' Tres Cochinitos,'' and Un Juego.'' (NQA)

ED 221 432 SO 014 254

Pfau, Richard H.

Education Skills Training Project-Nepal: Final Report and Process Evaluation.

Connecticut Univ., Storrs. Inst. of Public Service.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Sep 81
Contract-AID/ASIA-C-1209
Note-121p.; Appendix A is marginally legible.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comparative Education, Educational Finance, *Educational Improvement, Educational Opportunities, Educational Planning, Elementary Secondary Education, Foreign Countries, *Foreign Students, *Graduate Study, Higher Education, International Programs, Program Descriptions, Program Evaluation, Relevance (Education)
Identifiers-*Nepal

A training project conducted by the University of Connecticut (UCONN) to help educators in Nepal improve their educational system is described. The report comprises a summary, background information, a description of the project as carried out, and discussion of evaluation activities and results. Specific objectives were to help the Nepalese improve their educational planning and financing procedures, identify and test innovative and cheaper alternatives for expanding educational opportunities, and develop a more rational educational system. These objectives were accomplished by providing M.A. degree and nondegree graduate-level training at the university to 24 Nepalese. Short term training was also provided by university faculty for 126 educators in Nepal itself. The training program had some unique components. For example, UCONN faculty met with the M.A. degree participants before their studies began in the United States. Special orientation activities were conducted. There was a continuous emphasis on relating studies at the university to each participant's work in Nepal by conducting seminars and having each student complete an applied project which responded to an area of need in his or her organization in Nepal. The students visited U.S. schools. Tutorial assistance was provided and social activities were sponsored. Several evaluation activities were conducted throughout the project. All components of the program were successful except the one-semester nondegree program, which had mixed results. (RM)

ED 221 451 SO 014 293

Beall, Pamela E., Ed.
Understanding Aging: A Curriculum for Grades K-6.
Acton-Boxborough School District, Acton, Mass.
Pub Date-82
Note-141p.
Available from-Teaching and Learning About Aging, Conant School, Acton, MA 01720 ($8.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Aging (Individuals), *Aging Education, Elementary Education, *Language Arts, Learning Activities, *Older Adults, Skill Development, *Social Studies, Teacher Developed Materials

Learning activities on the topic of aging which were developed and field tested by K-6 teachers in the public schools of Acton, Massachusetts, are provided. They are designed to overcome many of the myths that children hold about aging and to help them develop a more realistic and positive view of their own future as people who will grow old. The activities, which can be used in many subject areas including language arts and social studies, are grouped into units, but can also be used individually. The information provided for each unit includes an overview, list of materials needed, teaching time, handouts, and follow-up discussion questions. Some examples of the kinds of activities included follow. Students look at pre-selected photographs from books or magazines depicting people of different ages and identify those physical characteristics that are more related to age. Another activity helps students expand their understanding of aging to include different points of view by having them request in writing information from private and government agencies. Specific instructions to help students use a business letter form are provided. A list of agencies and organizations is also included. Other activities involve students in analyzing poetry, conducting interviews, creating word search puzzles, listening to classroom speakers, reading and interpreting graphs for trends and implications, and discussing the lyrics and sounds. The appendices contain a reading list on intergenerational themes and a glossary on aging. (RM)

Werdmann, Anne M. King, James R.

Teaching Teachers to Question Questions.

Pub Date-81
Note-13p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Measures, *Cognitive Measurement, Higher Education, *Methods Courses, *Preservice Teacher Education, *Questioning Techniques, Reading Comprehension, Reading Instruction, Student Evaluation, Teacher Education Curriculum, *Teaching Skills

Preservice teachers can be taught skills in questioning techniques through a three-stage process of modeling, practicing, and evaluation. In a methods course taught by the authors, education students were confused by the variety of questioning techniques available, and would not adopt effective and efficient approaches to questioning. A three-stage model, to teach students about questioning techniques, consisting of initial training, practice and evaluation, and final evaluation, was used by teacher educators. During initial training, two paradigms of question types were presented: (1) affectively oriented questions for encouraging discussions about pupils' feelings toward reading passages as well as eliciting critical evaluation; and (2) cognitive questions for assessing comprehensive skills in textual materials at three academic levels. The education students discussed, observed, and analyzed each questioning method. In the second phase, students submitted examples of each question type, and classified and analyzed both their own and their peers' questions. In the final stage of training, students analyzed and evaluated the quality of all their own and their peers' work from the beginning of the semester. (FG)

ED 221 515 SP 021 040

Loovis, E. Michael

Physical Education for Special Populations: Beyond P. L. 94-142.

Pub Date-Oct 80

Note-11p.; Paper presented at the Midwest District, American Alliance for Health, Physical Education, Recreation and Dance, Adapted Physical Education Conference (Chicago, IL, October, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adapted Physical Education, Disabilities, Educational Responsibility, *Exceptional Persons, Flexible Scheduling, Mainstreaming, Parent Participation, Physical Education Facilities, *Physical Education Teachers, *Program Improvement, *Student Placement, Teacher Certification, Teacher Education, *Teacher Role

Physical education for special populations is a full-fledged sociological and educational movement. Issues concerning adapted physical education teachers involve improving the services of responsible educators, possible futures for adapted physical education,, and the true situation of physical education for the handicapped today. Issues which will have an impact on the life expectancy and quality of the movement include: (1) attitudes of physical educators toward adaptive physical education; (2) placement alternatives for handicapped students; (3) selecting teaching methods appropriate for individual students; (4) the mainstreaming of handicapped students into regular physical education programs; (5) parental involvement and support; (6) the realistic limits of the effectiveness of physical education for students with special handicapping conditions; (7) the certification process for adapted physical education teachers; (8) sport programs for special students; and (9) administrative support for physical education. (JD)

ED 221 534 SP 021 100

Purkey, Stewart C. Smith, Marshall S.
Effective Schools A Review.
Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date-Jun 82
Grant-NIE-G-81-0009
Note-70p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, *Change Strategies, *Educational Change, *Educational Environment, Educational Improvement, *Educational Research, Elementary Secondary Education, Evaluation Methods, *Institutional Characteristics, Program Evaluation, *School Effectiveness

A review of school effectiveness literature is presented in this paper. Research studies and other literature on this topic are examined, including case studies, surveys and evaluations, studies of program implementations, and organizational theories of schools and other institutions. Emphasis is given to organizational theories and findings concerning small organizations and program implementation, which suggest ways of approaching and understanding efforts to change schools. Attention is also given to identifiable characteristics of schools and school personnel and the way that schools actually operate and change. Effective schools are seen to be characterized by order, structure, purposefulness, a humane atmosphere, and the use of appropriate instructional techniques. It is noted that what appears to be lacking from the literature are suggestions on how to develop these characteristics in the schools. A different approach to school improvement is offered, involving the concept of a school cultural perspective in which schools are viewed as dynamic social systems made up of interrelated factors. In a portrait of an effective school, a description is given of the sustaining characteristics of such a school, including collaborative planning and collegial relationships, sense of community, clear goals and high expectations commonly shared, and order and discipline. A proposed strategy for change is outlined. (JD)

ED 221 573 TM 820 602

Haynes, Lathrop T. Cole, Nancy S.

Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.

Pub Date-Mar 82

Note-20p.; Presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Achievement Tests, Elementary Secondary Education, Instructional Program Divisions, Motivation, *Student Motivation, Student Teacher Relationship, *Testing, Testing Problems, *Test Reliability

Identifiers-*Out of Level Testing

The study was concerned with the merits of functional level versus nominal level achievement testing. The reliability of test scores when students were tested at their functional levels rather than their nominal levels was examined. Motivation and frustration of students was studied during testing at their functional levels. Another goal of the study was to examine the relationship between teacher judgments and locator test scores. A determination was made as to how each related to final test scores achieved. The 3R's Test, a general achievement test battery was used in the study. The results of the testing were discussed in terms of the three areas of concern, and generally confirmed the theoretical expectation that appropriate assignment to functional level produced more reliable scores for a larger proportion of students tested. Some theoretical and common sense assumptions about the merits of functional level testing were confirmed. However, the results in terms of proportion of in-range scores and student reports about the testing were of a smaller magnitude than expected. (DWH)

ED 221 593 TM 820 631

Henderson, Louise B. Allen, Danny R.

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No.-RTI/0884/61/19S

Pub Date-Jun 81

Contract-DHEW-OEC-0-73-6666

Note-19p.; National Longitudinal Study (NLS) sponsored reports series.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis, *Data Processing, High School Graduates, *Information Storage, Input Output Devices, Longitudinal Studies, Mathematical Models, *Quality Control, Questionnaires, *Research Problems, Sampling, Secondary Education

Identifiers-*Error Detection, *National Longitudinal Study High School Class 1972

The data entry quality control procedures in discrete data entry tasks in the National Longitudinal Study (NLS) Fourth Follow-Up Survey are examined. Direct data entry terminals were used to key survey questionnaire item responses, telephone interview corrections, respondent background information and supplemental questionnaire responses into computer disk storage. Data entry error rates were computed on the survey questionnaires by selecting a random sample from each batch after initial keying of the data, rekeying the selected questionnaires by two additional operators and determing error rates on the basis of three keyings. In the implementation described, the overall error rate tolerance established for the NLS survey was not exceeded. The variable error rate over samples and operators on the selected supplemental questionnaires was 0.00040; estimated character error rate was 0.00023. The telephone interview additions and corrections, and directory information entry procedures are described. (CM)

ED 221 139 HE 015 490

Goldfarb, Sally F., Comp.

Inside the Law Schools. A Guide by Students, for Students. Revised Edition

Report No.-ISBN-0-525-93243-7

Pub Date-82

Note-299p.

Available from-E.P. Dutton, Inc., 2 Park Avenue, New York, NY 10016 ($9.25).

Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Academic Standards, Admission Criteria, *College Choice, Eligibility, Enrollment, Graduate Study, Higher Education, *Law Schools, *Law Students, *Legal Education, Self Supporting Students, Student Attitudes, Student Costs, Student Employment, Student Financial Aid, Student Loan Programs, Student School Relationship, Transfer Students

More than 80 law schools are discussed by students attending them. Emphasis is on whether to attend, choice of institution, admissions chances, and financing a legal education. Chapter 1, Is Law School for You?'' discusses jobs, money, status, the service aspect of law, the content of a law degree, examining options other than law school, and choosing a program most suited to individual priorities. Chapter 2, Choosing the Right Law School,'' includes a review of financial aid and admission requirements. Chapter 3, Getting In,'' discusses the Law School Admission Test (LSAT), undergraduate grade point average (GPA), the application and essay, recommendations, interviews, student body and geographical diversity, and transferring. In chapter 4, Paying For It,'' focus is on scholarships, working students, loans, the benefits or drawbacks of declarations of independence, and the importance of applying early for financial aid. Chapter 5, The Law Schools: An Inside View,'' gives details on individual law schools. The book covers 84 of the 172 American Bar Association accredited law schools in the United States. All entries include address, phone number, median LSAT, median GPA, transfer students, law enrollment, campus enrollment, part-time enrollment, information on women, minorities, number of married students, dorm residents, student faculty ratio, expenses, financial aid, and deadlines for application. (LC)

ED 221 216 IR 010 391

Hodgson, Tom Garoogian, Andrew

The Vertical File in the Libraries of the City University of New York: A Survey.

Pub Date-81

Note-32p.; Best copy available.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Libraries, Filing, Higher Education, *Library Collections, Library Personnel, *Library Services, Library Surveys, *Pamphlets, Reference Materials, *Reference Services

Identifiers-City University of New York, Library Users, *Vertical Files

This 1974/75 survey with a follow-up study in 1980 assembles data on the management and use of vertical file (VF) collections in the 18 libraries of the City University of New York. Results of questionnaires sent to 188 reference department heads or reference librarians show that the sizes of the VF collections studied range from 1,000 to 79,000 pamphlets and that respondents have a favorable attitude toward the use of VF material. Findings are also recorded for pamphlet circulation procedures and statistics; respondents' reasons for provision of VF collections; selection tools for pamphlet acquisition; subject arrangement of vertical files; cataloging practices; physical location of vertical files; staff time devoted to vertical files; allocation of file maintenance activities to different types of library personnel; publicity provided for vertical files; weeding of vertical files; and respondents' perceptions of the usefulness of vertical files, amount of file usage, and value of this usage in relation to other reference materials. Current problems in proper file maintenance identified in eight on-site visits are reported, and recommendations for the enhancement of vertical file collections are provided. (Author/ESR)

ED 221 293 PS 013 065

Beers, Marley Clevenger And Others

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.

Creative Associates, Inc., Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date-82

Contract-HHS-105-81-C-018

Note-135p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Annotated Bibliographies, *Communication Skills, *Day Care, Early Childhood Education, Guidelines, *Models, Parent Education, *Parent Participation, *Parent Teacher Cooperation, *Program Development, Resource Materials, Teaching Methods

Developed as a resource for providers concerned with issues of parent involvement and family support, this manual offers ways to successfully involve parents in day care. It provides detailed descriptions of tested approaches to parent involvement, including practical tips and implementation strategies, in order to help programs adapt a given approach to their unique situations. The first of six chapters included in the manual defines parent involvement, highlights some of the benefits which occur when parents are involved in day care programs, and discusses some common stumbling blocks encountered, as well as some possible solutions. The second chapter provides information on where to start with parents, including setting realistic goals and assessing parent needs and community resources. Information about how to set the stage for effective parent involvement including successful communication and observation techniques is offered in the third chapter. The fourth chapter provides a conceptual framework for examining the two major categories of parent involvement in day care: programs supporting parents and parents in supporting programs. The fifth chapter describes illustrative models or approaches to involving parents in day care programs. Presentation of each model includes a definition of the model; a description of its functional goals; a list of implementation steps; a discussion of benefits associated with the model, along with an examination of likely problems and their solutions; and suggestions for resources needed to successfully implement the model. The sixth and final chapter provides an annotated bibliography of parent involvement resources. (MP)

ED 221 313 RC 013 582

Nava-Hamaker, Mary Lou

Academic Achievement of LEP Students After Reclassification: A Southern California Study.

Pub Date-Jun 81

Note-69p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *Achievement Gains, Bilingual Education, Comparative Analysis, *Elementary School Students, English (Second Language), Grade 5, Intermediate Grades, *Language Proficiency, *Limited English Speaking, *Reading Achievement, Socioeconomic Status

Identifiers-California (South), *Monolingual Students, *Reclassification, Spanish Surnamed

Gains and grade level achievement in Total Reading and Language of four groups of fifth grade students, including LEP (Limited English Proficient) students, in SES (socioeconomic status) 1 and SES 2 schools were compared to determine whether the students were achieving at grade level in reading and at an equivalent level in language. Groups from SES 1 schools consisted of 44 reclassified Spanish FEP (Fluent English Proficient) students in an English-only program and 108 non-minority monolingual students in the English program. Groups from SES 2 schools consisted of 40 Spanish surnamed FEP students in an English-only program and 50 non-minority monolingual English students. SES 1 and SES 2 schools were formed by matching all elementary schools on three variables (socioeconomic status, Aid to Families of Dependent Children, and percent of limited English proficient/non-English proficient students). Findings indicated that: reclassified Spanish FEP students receiving bilingual instruction for at least 1 year showed gains at the same rate in Total Reading and higher gains in Total Language than non-minority monolinguals, but did not achieve at the same rate in reading and language grade level; and Spanish surnamed FEP students in SES 2 schools lagged significantly behind non-minority monolinguals in both reading and language gains and grade level. (NQA)

ED 221 373 SE 039 132

A Report of the Annual High School Workshop on Managing Hawaii's Future (5th).

Hawaii State Commission on Population and the Hawaiian Future, Honolulu.
Pub Date-24 Oct 81
Note-42p.; Report of the Annual High School Workshop on Managing Hawaii's Future (5th, Honolulu, HI, October 24, 1981).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Environmental Education, Futures (of Society), High Schools, *Learning Activities, *Migration, *Policy Formation, Population Distribution, *Population Education, *Population Growth, Student Participation, *Workshops
Identifiers-*Hawaii

The State Commission on Population and the Hawaiian Future was established by the 1973 Legislature in recognition of the State's concern to manage population growth and its effects on the quality of life of Hawaii's people. One of the Commission's legislatively mandated responsibilities is to coordinate efforts to incorporate population and environmental awareness in the State's educational system. Thus, the Commission has conducted an annual workshop for high school students throughout the State to increase their awareness of population issues and problems facing Hawaii and the continuing need to plan for the future. This is a report of the fifth such workshop, designed to involve students in planning for Hawaii's future by identifying and discussing causes and consequences of population growth and change, and by formulating policies to manage this growth. Included are student recommendations related to population, students' evaluations of the workshop, and (in appendices) informational material sent to students prior to the workshop. These include a teaching module (Population and Hawaii: A Case Study''), tests related to the module, and a copy of Hawaii's State Plan Objective, Policies, and Implementing Actions for Population.'' (Author/JN)

ED 221 413 SO 013 938

Beery, Robert W.

Doing History.

Rochester Public Schools, Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-40p.; Photographs and some small print may not reproduce clearly in microfiche.

Available from-Rochester Public Schools, Minnesota Community Studies Project, 200A Coffman Building, Rochester, MN 55901 ($1.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, *History Instruction, Learning Activities, *Local History, *Primary Sources, *Social Studies, Teaching Methods

When elementary students examine primary sources and local historical sites to gain firsthand information about life in the past, history becomes more relevant, exciting, and enjoyable. To help students understand that history is not just what is in a textbook, this student resource book focuses on making them aware that history exists all around them. Activities in which students assume the role of a historian and actually do'' history include the following: (1) discovering an unknown old object, telling the class what it is, and describing its historical background; (2) looking for and finding information about old buildings, unusual parks or schools, old businesses, and street names; (3) visiting cemeteries and doing tombstone rubbings; and (4) reading old newspapers, diaries, and letters. A suggested class project is to write a history book about the students' town or neighborhood. The booklet uses language familiar to elementary students. Many photographs and graphics are included. (NE)

ED 221 613 UD 022 303

Grove, Cornelius Lee

Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.

AFS International/Intercultural Programs, Inc., New York, N.Y.
Pub Date-Jun 82
Note-20p.
Available from-AFS International/Intercultural Programs, 313 East 43rd Street, New York, NY 10017 (no charge).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Cultural Training, *Cultural Awareness, Cultural Differences, Culture Conflict, *Exchange Programs, Family Involvement, *Intercultural Programs, Training Methods

Identifiers-American Field Service

Cross-cultural orientation programs are generally intended to help sojourners in countries with cultures that are different from their own to make practical preparations for living abroad; communicate with people in the host country; avoid social errors; refrain from judging the host culture against their own cultural norms; and cope with culture shock. Many of such programs have merit in that they are well planned and well implemented; however, a more important concern should be whether these programs have worth in improving sojourners' abilities to learn about other cultures on their own. In considering the worth of orientation programs, issues often emerge concerning who should be included in training; the emphasis of programs; orientation approaches to use; and the need to train returnees to the home culture. Theory and past experience suggest that program worth may be enhanced by (1) providing training not only for participants but also for their host families and natural families; (2) emphasizing post-arrival (in the host country) orientation while retaining pre-departure orientation; (3) increasing knowledge of the home culture along with training oriented toward the host culture; (4) employing both culture-general and culture-specific approaches; (5) providing reorientation programs for returnees to the home culture; and (6) utilizing both experiential and intellectual approaches in training. (Author/MJL)

ED 221 631 UD 022 524

Kamerman, Sheila B., Ed. Hayes, Cheryl D., Ed.
Families That Work: Children In a Changing World.
National Academy of Sciences - National Research Council, Washington, D.C.

Report No.-ISBN-0-309-03282-2
Pub Date-82

Note-341p.
Available from-National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 ($15.95, 5-24 copies, 20 percent discount, 25-499 copies, 25 percent discount).
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Academic Achievement, Adolescents, *Child Development, Childhood Attitudes, Child Rearing, Children, Dual Career Family, *Employed Parents, Employed Women, *Family (Sociological Unit), Family Environment, Family Income, *Family Structure, Life Style, One Parent Family, Parent Child Relationship, Research Needs, Social Influences, *Socialization, Socioeconomic Status, *Work Environment

The papers in this book investigate the current state of knowledge about how families, various formal and informal community institutions, the workplace, and the marketplace have adapted to changing patterns of labor force participation and related changes in family structure and with what consequences for children. The book is divided into three parts. Part 1 documents established and emerging trends in labor force participation, family structure (especially the one-parent, female-headed family), income, and how children spend their time, and briefly discusses policy and research issues that have arisen from changing patterns of work. Part 2 reviews data and research findings on the way in which the workplace, families, and community institutions are responding to these social phenomena and their consequences for children. Particular focus is directed at the impact of parental work on the family as a socialization system and as an economic system; adaptation to a changing work force by employees in different-sized families and different types of organizations; and the relationship between parental employment and children's school achievement, school attainment, and perceptions of themselves and the world in which they live. Finally, part 3 presents conclusions concerning the current state of knowledge and recommendations for future research. (Author/MJL)

ED 221 476 SP 020 519

Roy, Steven

The Use of Drugs in Sports.

Pub Date-82

Note-9p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Disease Control, *Drug Therapy, *Drug Use, *First Aid, Injuries, Medical Services, *Pharmacology, Preventive Medicine, Trainers

Identifiers-Athletic Trainers

Indications, precautions, contraindications, and side effects of drugs most frequently used by athletic trainers in treating injuries are discussed: (1) aspirin; (2) arylalkanoic derivatives; (3) butazolidin and tandearil; (4) corticosteroids; (5) oral corticosteroids; (6) muscle relaxants; (7) analgesics; (8) cold medications; (9) antidiarrheal agents; (10) medications suitable for constipation; (11) antifungal agents; (12) medication for exercise-induced asthma; (12) treatment for aphthous ulcers; (13) anabiolic steroids; and (14) amphetamines. (JD)

ED 221 123 HE 015 468

Channell, Kathy Parker, Judith

West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.

Pub Date-82

Note-21p.; Paper presented to the National Issues in Higher Education Conference on Applying New Technology in Higher Education (1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, College Students, Consortia, Cooperative Programs, *Educational Television, Extension Education, Higher Education, Nontraditional Education, *Public Television, *Rural Areas, *Statewide Planning, *Telecourses

Identifiers-*Higher Education Instructional Television Project, *West Virginia

West Virginia's Higher Education Instructional Television (HEITV) project is described. The program provides telecourses to viewers, or integrated learning units that combine instructional television programs with related print materials. Students watch the programs on their home televisions and complete readings and assignments at home. Three or four times a semester instructors gather students together for discussion or testing. Additional communication often occurs over the phone or by mail. The key to high telecourse enrollments in West Virginia has been a grassroots approach promoted by some enthusiastic faculty and public broadcasters. The same grassroots philosophy has been incorporated into an efficient statewide delivery for the HEITV project. The project enables the state's rural population to be effectively reached through public television. Title I of the Higher Education Act of 1965 set the foundation for statewide telecourse delivery. Each college and university has appointed an HEITV coordinator, who performs an important pivotal role within the statewide structure. Coordinators work with faculty to organize campus telecourse activities. Each institution has direct influence on statewide telecourse decisions, and each institution maintains complete control over campus telecourse offerings. A total of 1,114 students have enrolled in the telecourses to date. At the station, the HEITV coordinator directs broadcast scheduling and other functions, and provides two-way communication between station staff and the statewide committee. The schedule for choosing and acquiring telecourses is traced, and attention is directed to participation in consortia and elements that would be important to adopt the HEITV model. A map of the state showing participating colleges and stations is appended. (SW)

ED 221 156 IR 010 158

McCombs, Barbara L. Dobrovolny, Jacqueline L.

Theoretical Definition of Instructor Role in Computer-Managed Instruction.

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TN-80-10
Pub Date-Mar 80
Note-47p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Managed Instruction, *Evaluation Criteria, Learning Theories, Military Training, Models, Postsecondary Education, Systems Analysis, *Teacher Behavior, Teacher Education, *Teacher Role
Identifiers-Role Evaluation

This report describes the results of a theoretical analysis of the ideal role functions of the Computer Managed Instruction (CMI) instructor. Concepts relevant to instructor behavior are synthesized from both cognitive and operant learning theory perspectives, and the roles allocated to instructors by seven large-scale operational CMI systems are examined using a systems engineering analysis approach to identify computer-based functions that directly support student learning in a CMI environment. The report also summarizes the results of a review of the available literature concerning essential CMI instructor activities. A general format for the Theoretical CMI Instructor Role Specification is presented, which allows for a tabular listing of the seven theoretically-based CMI instructor roles, related instructor behaviors, and spaces for annotating the extent to which actual CMI instructor roles and behaviors deviate from the theoretically based roles in the military CMI environments of interest. An extensive bibliography is included. (Author/LMM)

ED 221 198 IR 010 372

A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-27 May 82
Note-55p.; Some of the appendices may not reproduce due to small type size used in original.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*County Libraries, Financial Support, Library Facilities, *Library Networks, *Library Planning, Library Role, Library Services, Mergers, *Public Libraries, *Regional Libraries
Identifiers-Library Organization, *Wisconsin

Based on a study of roles, organizational relationships, services and funding of the Dane County Library Service, the Madison Public Library, and the South Central Library System, this report establishes recommendations for the three library agencies as developed by a joint planning committee. The background, composition, methodology, and activities of the committee are presented, and nine organizational options are considered. Based on the recommendation that the Dane County Library Service and Madison Public Library be merged, with appropriate changes in the roles, services, and funding of the library agencies in the South Central Library System, the legal authorization and the board structure of the merged library are discussed, as well as internal organization and staff relationships, funding of library facilities, and community library participation in the combined library unit. A final section considers implementation of the recommendations. Appendices comprise a 1981 statistical overview and 1982 budget for the South Central Library System, a comparison of 1982 library mill rates and a survey of non-resident circulation for Dane County Library Services, a model for public library funding in Dane County, copies of a relevant local resolution and Wisconsin statutes, and a map showing the location of Dane County Public Libraries. (ESR)

Poster, Elizabeth C.

Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization.

Pub Date-29 Oct 82
Note-11p.; Paper presented at the Octoberquest '82 - Nursing Research Conference (Los Angeles, CA, October 29, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Educational Innovation, Elementary Education, *Elementary School Students, Guidelines, *Hospitalized Children, Parent Participation, *Preschool Children, Preschool Education, Program Evaluation, *Stress Variables
Identifiers-*Stress Immunization

Questions associated with an alternative approach to preparing nursery and elementary school children for hospitalization are addressed, and the basic components of a pre-crisis curriculum are outlined in this paper. Questions broached focus on (1) the effectiveness of a general curriculum approach as opposed to a crisis approach to preparing children for hospitalization, (2) justification for the preparation program in terms of annual number of children hospitalized, and (3) the stressful nature of hospital experience as a warrant for intervention. Several features of the process of stress immunization (also called stress innoculation or psychological immunization) are pointed out to provide indirect support for early preparation of healthy children for hospitalization. Currently used crisis-oriented intervention strategies are listed according to their goals, and the goals and key elements of a supplementary pre-crisis curriculum for primary intervention which uses stress immunization techniques and provides for parent participation are indicated. Central focuses for program evaluation are noted. (RH)

ED 221 353 SE 037 322

Tobin, Kenneth G. Capie, William

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.

Pub Date-81

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, College Science, Elementary School Science, Elementary Secondary Education, Higher Education, Process Education, *Questioning Techniques, *Science Education, *Science Instruction, Secondary School Science, *Student Behavior, *Teacher Behavior, Teacher Education, Teaching Methods

Identifiers-*Science Education Research, *Wait Time

An understanding of classroom learning requires careful analyses of variables constituting the learning environment. Among those most likely influencing learning are verbal behaviors, since verbal interaction is the principal mode of communication in most classrooms. Thus, the quality of verbal interaction may directly affect the amount of learning that occurs. Although much research on verbal interaction has dealt with aspects of teacher questioning, the results have tended to be inconsistent. In contrast, a variable called wait-time,'' which is related to the duration of certain pauses between speakers, has been shown to have a consistent effect on the quality of verbal interaction that occurs in classrooms. Using the preceding as a rationale, the nature of wait-time is discussed, followed by three alternative conceptualizations (definitions) of wait-time. Results from several wait-time studies are reviewed, reporting the changes in student/teacher behavior resulting from prolonging wait-time, effects on process variables, effects on science achievement and other variables, and studies related to changing teachers' wait-time behavior. (Author/SK)

ED 221 394 SE 039 206

Carnegie, John W.

Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Nov 81

Grant-EPA-900953010

Note-54p.; Slide/tape program which accompaiies this module is also available from Linn-Benton Community College.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Solid Wastes, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-Solid Mass Balance

This module describes the process used to determine solids mass and location throughout a waste water treatment plant, explains how these values are used to determine the solids mass balance around single treatment units and the entire system, and presents calculations of solids in pounds and sludge units. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures and worksheet. (Author/JN)

ED 221 554 TM 820 573

Burstein, Leigh

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-R-177
Pub Date-81
Note-58p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Analysis, *Program Evaluation, *Quasiexperimental Design, *Research Design, *Research Methodology, State of the Art Reviews
Identifiers-*Large Scale Programs, LISREL Computer Program, *Structural Equation Models

Two specific methods of analysis in large-scale evaluations are considered: structural equation modeling and selection modeling/analysis of non-equivalent control group designs. Their utility in large-scale educational program evaluation is discussed. The examination of these methodological developments indicates how people (evaluators, methodologists, agency staff) involved in the design and conduct of large-scale program evaluation might approach decisions concerning appropriate methodology and its proper use. Evaluation activities and the range of methodological issues considered are: field-based investigations of large-scale programs; evaluation of on-going programs and of various forms of social experiments; and both well-defined and broad-based educational programs. Both analytical procedures employ explicit models of the phenomena believed to be responsible for the difficulties in estimating program effects. Both are also adaptable to situations where there are no specific comparison or control groups and where panel data exists on program participants. A discussion of the LISREL model and its limitations as an analytical approach to estimation in structural equation modeling with latent variables is included. (PN)

ED 221 177 IR 010 348

Madland, Denise Ryun, Rita
Library Exercises. Revised.
Wisconsin Univ. - Stout, Menomonie.
Pub Date-Apr 82
Note-62p.
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College English, *College Freshmen, College Libraries, Higher Education, Information Seeking, *Library Instruction, Library Skills, Pretests Posttests, *Reference Materials, *Search Strategies, Workbooks
Identifiers-Library of Congress Subject Headings

Designed for use by freshmen in English classes at the University of Wisconsin-Stout, this workbook contains a series of exercises designed to teach students how to approach research in the library. Five exercises comprise the text, and the lessons are organized to reflect useful approaches to library search strategy. The main research tools covered by the lessons are the public catalog, encyclopedias, and periodical indexes. The first exercise is a self-guided audiotape tour of the library, the second an introduction to the library catalog, the third an overview of the Library of Congress Subject Headings and subject searching in the public catalog, the fourth a set of tips for beginning library research projects, and the fifth a guide to sources for current events information. Each lesson includes a review test. Appended to the text are the pretest/posttest that is routinely administered with the exercises, the script of the audiotape library tour, and a set of floor layout diagrams from the library at the University of Wisconsin-Stout. (Author/JL)

ED 221 217 IR 010 392

Jensen, Marilyn Anne, Ed.

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).

Area Health Education Center System, Fresno, Calif.; Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date-13 Nov 81

Note-79p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation, Annotated Bibliographies, *Consortia, Contracts, Grants, Interlibrary Loans, Library Acquisition, *Library Cooperation, *Library Networks, Library Planning, *Medical Libraries, Statewide Planning, Union Catalogs, User Satisfaction (Information)

Identifiers-Area Health Education Centers, *California, National Library of Medicine MD

Speeches and summaries of group discussions from California's first statewide conference on health science library consortia are presented. An introduction outlining regional, state, and national cooperation among biomedical libraries and brief welcoming addresses precede three talks on the history and development in California of library cooperation, health science library informal groups, and health science consortia. A panel presentation on growing pains of California consortia offers information on three specific networks, one in its first year, another in its second, and a third over 2 years old and no longer receiving a grant from the National Library of Medicine. Reports of three discussion groups on training and continuing education, cooperative acquisitions, and ways of publicizing and developing library services are followed by a consideration of an agenda for future interconsortia cooperation based on experience in Atlanta, Georgia.

Three closing statements conclude the conference. Appendices provide a sample interconsortium cooperative agreement, listings of California union lists and health science library cooperatives, and an annotated bibliography on library consortia and cooperation. (ESR)

ED 221 254 JC 820 455

Poort, Stephen M. Williamson, Tom

Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.

Indian Hills Community Coll., Ottumwa, Iowa.
Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-16 Sep 82
Note-32p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Educational Needs, *Employer Attitudes, Employment Projections, Employment Qualifications, Job Training, Needs Assessment, *Personnel Evaluation, Program Evaluation, Questionnaires, School Business Relationship, Two Year Colleges, Vocational Education, Vocational Followup

Structured interviews were conducted by selected vocational education instructors at Indian Hills Community College (IHCC) to determine current and projected employment and training needs of private-sector businesses with 200 employees or less and to assess opinions of IHCC programs. Employers were asked to provide information on the number of employees, their years of prior experience, hiring plans, opportunities for women, actual and preferred educational background of new hires, types of job-entry tests, interest in and familiarity with IHCC programs, perceptions toward IHCC graduates, average length of employment, and need for in-service training. Additional questions focused specifically on data processing, secretarial/clerical, welding, diesel and auto mechanics, and drafting fields. Study findings, based on 458 interviews conducted at 266 firms, included the following: (1) 75% of the employers were ``somewhat familiar'' or ``not familiar'' with IHCC offerings; (2) 66% reported that their employees had 3 years experience or less when hired; (3) of the businesses employing IHCC graduates, 74.4% rated their training as good to excellent, and 80.5% felt IHCC trainees required less on-the-job training; and (4) 53% preferred to hire employees with postsecondary vocational training. The study report discusses outcomes and limitations and offers recommendations for implementing similar studies. The survey instrument, study time tables, and other related material are appended. (KL)

ED 221 333 RC 013 613

Stout-Wiegand, Nancy And Others

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.

West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
Spons Agency-Rural Development Service (DOA), Washington, D.C.
Pub Date-Aug 82
Note-54p.; Also supported by the West Virginia University Energy Research Center and Division of Resource Management.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Coal, College Students, Community Attitudes, *Community Support, *Community Surveys, Industry, *Mining, Pollution, *Quality of Life, *Rural Development, School Attitudes
Identifiers-*Appalachia (Monongalia Area), *Energy Development, Pennsylvania, West Virginia (Monongalia County)

The 1981 Monongalia (West Virginia) Area Survey (MAS) polled 485 townspeople and 220 students about certain attitudes and economic and social conditions in an area likely to be the focus of coal-based energy developments. Townspeople were predominately middle-aged, had a high prevalence of home-ownership, and had lived in the area for a relatively long time. Blue and white collar occupations were well represented, and a large proportion of employed townspeople worked in some part of the energy industry.'' Quality of life was generally rated high, with respondents often mentioning that they appreciated the rural, peaceful atmosphere; the friendly people; and availability of West Virginia University. Respondents were not happy with roads, employment opportunities, and parking and traffic congestion. Air and water pollution were cited as problems by a significant percentage of respondents. A slightly higher percentage were dissatisfied with public school facilities than with the curriculum. Reacting to four proposed industrial developments, respondents saw both benefits and liabilities, and many believed planning should precede industrial development. Students appeared to be nearly as approving of proposed industries as townspeople. Development attitudes generally appeared to reflect economic self-interest; nevertheless, other factors also influenced those attitudes, particularly concern with quality of life in the Monongalia area. (Author/BRR).

ED 221 433 SO 014 257

Elmore, L. JoAnne

Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.

Davis County School District, Farmington, Utah.; Utah State Office of Education, Salt Lake City.

Pub Date-Aug 82

Note-76p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Citizenship Education, Colonial History (United States), Curriculum Guides, Elementary Education, *Patriotism, *Social Studies

Identifiers-*Pledge of Allegiance

The curriculum guide provides background information and a wide variety of activities designed to help elementary students understand the meaning of and gain an appreciation of the Pledge of Allegiance. The guide contains the following eight lessons: The Meaning of the Word Pledge''; What is Allegiance? The History of the Flag; Symbols of America; What is a Republic? What is a Nation? Learning About Liberty; and Understanding Justice. Each of the eight lessons has a teacher and student component. The teaching component provides lesson objectives, materials needed, lesson procedure to follow, and evaluation criteria. Unit activities include presenting flannel board stories, drawing posters which depict problems facing our country, producing a play on the subject of loyalty, designing a flag representing the class, and making a booklet with pictures and articles depicting freedom. An appendix contains a pre-post test, a filmstrip script, some poetry and quotations, and artwork materials. (Author/NE)

ED 221 452 SO 014 294

The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.

Joint Economic Committee, Washington, D.C.

Pub Date-7 May 82

Note-71p.; Some pages may be marginally legible due to bleeding through of print and figures or tables containing small print type.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05728-9, $4.50).

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aging (Individuals), *Demography, Educational Policy, Employment Projections, Family Characteristics, Financial Policy, *Futures (of Society), Health Programs, Housing, Labor Force, Migration Patterns, Population Trends, *Public Policy, *Social Planning, *Social Services, Trend Analysis, Urban Demography

The social policy implications of demographic trends are examined, to help policy makers anticipate future needs for services with greater accuracy. Crises such as energy needs and social security financing illustrate the need for greater recognition of the time dimension of public policy. Many of our most difficult problems, if they are to be tractable at all, must be addressed in a long-range setting. There are four major sections to the publication. Section A provides an overview of demographic trends. Examined are general population trends, the family and household formations, and the aging population. Section B analyzes the impact of demography on social programs and examines the budgetary implications of demographic changes. Section C deals with regional aspects of migration, the impact of demographic change on housing and community development, and central city issues. The fourth section discusses the impact of demographic trends and changes on the labor force, educational policy, income maintenance programs, and federal health programs. (RM)

ED 221 477 SP 020 520

Wilmore, Jack H.

Physiological Effects of Strength Training and Various Strength Training Devices.

Pub Date-82
Note-8p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Athletes, Cardiovascular System, *Exercise, *Exercise Physiology, Fatigue (Biology), Motor Reactions, *Muscular Strength, *Physical Fitness
Identifiers-*Strength Training

Current knowledge in the area of muscle physiology is a basis for a discussion on strength training programs. It is now recognized that the expression of strength is related to, but not dependent upon, the size of the muscle and is probably more related to the ability to recruit more muscle fibers in the contraction, or to better synchronize their contraction. Isotonic strength training is the most widely used form of strength training. Theoretically, isokinetic training, which taxes muscles to the point of fatigue, offers a tremendous advantage over other traditional forms of strength training. Accommodating resistance is another acceptable form of strength training. Circuit weight training is effective and should be used as a means of keeping physically fit during off seasons. Strength training should be as specific to the sport as possible, and, when working with any highly skilled athlete, one must make sure that performance is not negatively affected by the program. (JD)

Socoski, Patrick
Success as Growth: But Growth Toward What?
Pub Date-81
Note-14p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Developmental Stages, Educational Objectives, *Educational Philosophy, Educational Trends, Elementary Secondary Education, *Individual Development, *Student Development, *Success
Identifiers-*Dewey (John)

Dewey's concept of education as growth can be useful in conceiving of student success. Dewey regarded immaturity as potential for continuous development of both children and adults. His concept of plasticity'' as the capacity to alter present actions because of previous experiences is crucial to the notion of growth. A continuous accumulation of information becomes the background for further inquiry and the basis for the formation of habits, including the habit of learning. Dewey's philosophic leaning toward pragmatism and evolutionism did not lend itself to fixed schemas of values, ends, and aims, but concentrated on the developmental process. All educational endeavors share the goal of progress, but Dewey did not respond to questions surrounding the purposes and ends of growth; nor did he equate growth with a specific set of values. The problem still remains as to what final treatment is appropriate for growth. (FG)

ED 221 516 SP 021 041

Cantwell, Zita M.

Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.

City Univ. of New York, Brooklyn, NY. Brooklyn Coll. School of Education.

Spons Agency-New York City Board of Education, N.Y.; United Federation of Teachers, New York, N.Y.

Pub Date-Sep 82

Note-49p.; Also supported in part by the Council of Supervisors and Administrators, New York City Office.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, Biology, *Cognitive Development, Cognitive Style, *Curriculum Development, Developmental Stages, Educational Research, Individual Development, Individualized Instruction, *Learning Processes, Metacognition, Professional Continuing Education, Self Concept, *Student Characteristics, *Teacher Education, Teaching Methods

Identifiers-*Early Adolescent Project, Early Adolescents

Since May 1980, participants in the Early Adolescent Project at Brooklyn College of the City University of New York have studied the early adolescent as a learner in a series of colloquia, discussions, and observations. The purpose of the study has been to develop recommendations for schooling of the early adolescent and for continuing and preprofessional education of teachers of this age group. This document is based on contributions from project participants and information from project activities in combination with a review of selected literature related to the early adolescent as a learner. Current information on psychosocial, neuropsychological, and cognitive characteristics of the early adolescent learner, as well as selected information on the instruction of the early adolescent, is presented. Conclusions and recommendations are made for policies and curricula for the early adolescent and for the education of teachers for this group. Reviews of current writings and discussions are presented for: (1) the biological development of the adolescent; (2) the human brain, hemispheric processes, differences in types and styles of thinking and learning; (3) cognitive development from concrete to formal thinking, metacognition, evaluation of the level of cognitive development, and performance variance; (4) personalized education for the adolescent; (5) management of learning and the transition from concrete to formal thinking; (6) suggested practica for the continuing professional education of teachers of the early adolescent; and (7) preprofessional preparation for teachers of the early adolescent. (JD)

ED 221 535 SP 021 101

Shavelson, Richard J.

Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.

California Univ., Los Angeles.; Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Contract-NIE-400-81-0004

Note-90p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, *Cognitive Processes, *Decision Making, Educational Research, Elementary Secondary Education, *Instructional Development, *Problem Solving, Student Teacher Relationship, *Teacher Response, *Teachers

In this paper, research on teachers' judgments, instructional planning, and decision making during classroom interaction is reviewed. Research studies chosen for this paper were selected on the basis of two fundamental assumptions: (1) Teachers behave reasonably in making judgments and decisions; and (2) Their behaviors are guided by their thoughts, judgments, and decisions. Research methods used in the studies include policy capturing, lens modeling, process tracing, stimulated recall, case study, and ethnography. It is noted that it was difficult to evaluate some of the individual studies examined, so that replicability was used as a criterion for inclusion. If studies which, individually, could not be evaluated adequately on methodological grounds produced consistent results, they were included. Sections evaluating research studies on teachers' judgments, planning, and interactive decision making are followed by a section containing annotations of the 25 research studies reviewed. (JD)

ED 221 574 TM 820 603

Gersten, Russell

The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.

Pub Date-Mar 82

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compensatory Education, *Data Analysis, Demonstration Programs, Federal Programs, *Program Implementation, *Research Design, *Research Methodology, *Research Problems, School Location, Site Analysis

Identifiers-Aggregation (Data), Direct Instruction Follow Through Project, Meta Analysis, Outliers, *Project Follow Through

The site variability issue for Direct Instruction Follow Through sites is examined from a variety of perspectives meta-analysis of the Abt Associates' data, norm-referenced comparisons, and a longitudinal look at stability of effects. Much of the seemingly unexplained variability found in both the Abt report and the reports by M. Kennedy and E. House for Direct Instruction was due to: (1) varying degrees of appropriateness/inappropriateness of the local comparison groups selected, and (2) the inclusion of one site that was not implementing the model. The demographic variables for Follow Through and comparison group indicated two severe mismatches, Tupelo and West Iron County. If two sites and Grand Rapids are eliminated, much of the unexplained variability vanishes. There do appear to be some sites that are more effective than others, yet only one site (Racine) demonstrates weak, negative effects. It appeared that the use data from the pooled comparisons might present a less biased picture especially in areas such as Reading where home and entry characteristics are fairly heavily weighted. Regression models could be used to derive a predicted or expected score for students in the experimental sample, based on demographic characteristics and pretest information. (Author/PN)

ED 221 594 TM 820 632

Chafin, Ann E. Lindheim, Elaine
Standards for Standard Setting.
Pub Date-Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cutting Scores, Data Analysis, *Graduation Requirements, High Schools, *Minimum Competency Testing, Performance, *Quantitative Tests, Secondary School Mathematics, *State Standards, Student Certification, Test Items
Identifiers-Domain Specifications, *Maryland Functional Mathematics Test, Maryland State Department of Education, *Standard Setting

The procedures projected to be used in the spring and summer of 1982 to establish passing standards for the Maryland Functional Mathematics Test are described. The development of the test as a prerequisite for high school graduation to be implemented in 1987 is described. The maximum involvement of diverse constituencies and multiple informed judgments by the Maryland State Board of Education are requirements in the procedures for test item-based judgments, test specification-based judgments, and use of student performance data by standard-setters. The information gathering plan provides for sessions on item-based judgments with selected participants for school districts using an information pooling system in a prepared script to insure administrative consistency. Teachers, parents and students will be sampled by mail with a test description and domain item samples to develop specification-based judgments. During the fall of 1982 a cut-score validity study of ninth grade tests will be conducted. Multiple recommended cut scores will be used in making a decision and a Board of Education bylaw on performance standards. (CM)

ED 221 140 HE 015 492

Moisan, Leonard J.

An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.

Liberty Baptist Coll., Lynchburg, VA.
Pub Date-Apr 82
Note-92p.; Study presented to the president and board of trustees of Liberty Baptist College.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Banking, *Church Related Colleges, College Faculty, College Stores, College Students, Construction Industry, Economic Factors, Educational Economics, Employees, Expenditures, *Government School Relationship, Higher Education, Local Government, Real Estate, *School Business Relationship, *School Community Relationship, *Taxes
Identifiers-*Economic Impact, Economic Impact Studies, *Liberty Baptist College VA

A study was conducted to determine Liberty Baptist College's impact on the Lynchburg area in the 1980 fiscal year. Three impact areas were studied: local businesses, governments, and individuals. Local construction expenditures of $5.6 million, additional college-related expenditures of other affiliated organizations, and several other peripheral categories of influence were excluded. Findings revealed: local business volume stimulated by college-related expenditures was $24,297,643; $13,413,529 worth of business property was committed to college-related business; due to college-related deposits of the college, employees, and students, local banks' credit base was expanded by $1,603,827; $706,459 in local business volume was unrealized due to the college bookstore's operation; $1,040,457 were received by local governments due to the college's existence, excluding college-related revenues from several sources; local governments spent $1,489,710 for services allocable to college-related influences; $866,184 of local government properties were allocable to a college-related portion of services; $71,000 in real estate taxes were lost by local governments due to the college's tax-exempt status; 1,586 jobs were attributable to the college's presence; $14,712,214 in local individuals' income was due to college-related activities; and $441,366 in durable goods was procured with income from college-related jobs and business activities. (Author/MSE)

ED 221 157 IR 010 161

Eraut, Michael And Others

Training in Curriculum Development and Educational Technology in Higher Education.

Society for Research into Higher Education, Ltd., London (England).
Report No.-ISBN-0-900868-77-5
Pub Date-80
Note-97p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Instruction, Course Evaluation, *Curriculum Development, Educational Innovation, *Educational Technology, Education Courses, *Faculty Development, Foreign Countries, Higher Education, Inservice Teacher Education, *Instructional Development, Needs Assessment, Program Development
Identifiers-United Kingdom

A recent inquiry into training needs in curriculum development and educational technology in further and higher education is documented. This book describes a research project begun in 1973 at Sussex University, which identified instructional and individual procedures, problems, and requirements in training and weighed them against current provisions in colleges, polytechnics, and universities. The development of an experimental MA course at Sussex for experienced staff is discussed, and the initial findings, which resulted in the establishment of three short courses at polytechnics and the Sussex MA in Curriculum Development in Higher Education, are summarized. The book describes the investigation, pilot courses, and their evaluations. The new MA course and its evaluation are also analyzed. Appendices contain the initial diagnosis of training needs in higher education and student reports on the prototype course. A 70-item bibliography is included. (Author/LMM)

ED 221 236 JC 820 384

Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81.

Minnesota Higher Education Coordinating Board, St. Paul.
Pub Date-May 82
Note-77p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Age, *College Transfer Students, Community Colleges, *Educational Mobility, *Enrollment Trends, Females, Males, Postsecondary Education, Private Colleges, Proprietary Schools, Public Education, State Surveys, State Universities, *Undergraduate Students
Identifiers-*Minnesota, Reverse Transfer Students

A series of data tables illustrates the 1980-81 movement of undergraduates among Minnesota's postsecondary institutions and educational systems (i.e., its state university system, community colleges, area vocational-technical institutes, the University of Minnesota, proprietary schools, and private two- and four-year colleges), as well as movement between other states and Minnesota. Statistics are provided for system-to-system transfers for 1979-80 and 1980-81; system-to-institution transfers; institution-to-system transfers; and system-to-system transfers by sex and class level. An introductory section highlights findings, including the following: (1) the total number of 1980-81 transfers was 26,690, a 13% increase over 1979-80; (2) women made up 51.8% of new undergraduate transfers and constituted 50.2% of all undergraduates; (3) vocational students accounted for 25% of all undergraduate transfers; (4) the number of transfer students admitted increased in the public systems and decreased in the private two- and four-year colleges from 1979-80 to 1980-81; (5) among intrastate transfers, more students entered and left the community college system than any other system; (6) of the transfers to community colleges, 24% had attended the University of Minnesota and 23% another community college; (7) of the transfers from community colleges, 31% entered a public state university and 26% entered the University of Minnesota; and (8) 20.9% of the transfer students came from out of state. (KL)

ED 221 294 PS 013 066

Kamii, Constance DeVries, Rheta

Group Games in Early Education: Implications of Piaget's Theory.

National Association for the Education of Young Children, Washington, D.C.
Report No.-ISBN-0-912674-71-7
Pub Date-80
Note-264p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC Publication #317, $9.35; 10% discount on 10 or more copies).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Child Development, *Childrens Games, *Classroom Environment, Cognitive Development, Competition, Early Childhood Education, *Educational Games, Educational Principles, *Group Experience, Social Development, Teacher Role, *Teaching Methods
Identifiers-*Piagetian Theory

Based on Piaget's theory, this book discusses the educational value of group games for the young child's social and intellectual development, suggesting ways to select or modify both new and familiar games to make them more appropriate for children's learning. Part 1 of the book provides a theoretical introduction to what is meant by good group games and to why, according to Piaget's theory, these games have tremendous educational value. Part 2 gives concrete examples of games, details the teacher's actions in these games, and provides specific directions for playing many variations of eight basic types of games: aiming, races, chasing, hiding, guessing, cards, verbal commands, and board games. Part 3 begins with a chapter devoted to the issue of competition in group games, including discussion of educators' reasons for objecting to competition in group games, ways in which competitive games can contribute to children's development, and principles of teaching competitive group games. Following this, a discussion of some principles of teaching deriving from Piaget's theory and applying to all group games is presented. Part 3 concludes with pointers for each type of game presented in part 2. Finally, a review of the major pedagogical concepts of Piaget's theory is appended. (Author/MP)

ED 221 314 RC 013 583

Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date-23 Apr 81
Note-263p.; Paper copy not avialable due to small print size.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adoption, *American Indians, *Block Grants, *Child Abuse, Community Action, *Government Role, Prevention, Program Budgeting, Program Validation, Self Determination, Social Services, State Action
Identifiers-*Administration for Native Americans, *Community Services Administration

Oversight hearings were conducted on April 23, 1981 in reference to social service block grants for the Community Services Administration, child abuse prevention and treatment and adoption programs, and Native American Programs Act. Testimonies for support of block grants advocated ability of States to decide how program resources can best be distributed to meet needs of the citizens; alleviation of double reimbursement in community action agencies; and flexibility and opportunity to design programs to fit local needs. Testimonies of opposition were concerned that State level priorities for funding would eliminate community action agencies, national programs dealing with national problems (poverty, migrant workers, the handicapped, and the elderly), and adoption centers and child abuse and prevention. The National Congress of American Indians and Bureau of Catholic Indian Missions urged reauthorization of the Administration for Native Americans and consideration by the Division of Human Services of fiscal flexibility to support innovative programs for senior citizens, Indian welfare, and tribal self-determination and self-sufficiency. (ERB)

Fisher, Donald W.
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49.
New York State Museum and Science Service, Albany.
Pub Date-Dec 81
Note-29p.; Publication of the New York State Museum and Science Service.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Animal Behavior, *Animals, *College Science, Earth Science, Elementary School Science, Elementary Secondary Education, *Geology, Higher Education, *Paleontology, Science Education, *Secondary School Science
Identifiers-*Dinosaurs

Coelophysis was an ostrich-like, meat-eating dinosaur that inhabitated southwestern New York State approximately 200 million years ago. At that time the region was semi-tropical and hosted a bizarre array of amphibians, reptiles, and plants while experiencing unrest in the form of basin settling, earthquakes, faults, and intrusions and outpourings of lava. Presented in this document are desciptions of (1) the geologic history of New York before and after Coelophysis; (2) the morphology, behavior, and habitat of the dinosaur; and (3) the rocks in the New York basin during Coelophysis' time. A bibliography and list of some museums where dinosaur fossils and/or restorations may be seen are also provided. (Author/JN)

ED 221 414 SO 013 939

Beery, Robert W. Todd, Robert
Doing Minnesota.
Rochester Public Schools, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-57p.
Available from-Rochester Public Schools, Minnesota Community Studies Project, 200A Coffman Building, Rochester, MN 55901 ($2.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Study, Course Content, *Curriculum Development, Educational Objectives, Elementary Education, Evaluation Methods, Junior High Schools, Program Descriptions, Selection, *State History, Teacher Role
Identifiers-*Minnesota

Background information to help elementary and junior high school social studies teachers use the materials developed by the Minnesota Community Studies Project is provided. The primary concern of the 3-year project was to help students learn skills and content essential to understanding life in Minnesota's past, present, and future. There are 10 parts to the publication. Part 1 provides a brief introduction to the publication. Part 2 asks teachers to read and pick among statements which reflect their goals in teaching about Minnesota. A reading selection discusses the topic ''What is Minnesota studies?'' Part 3 describes in outline form the project materials developed. These include case studies on community growth and rural Minnesota and units of study dealing with living in the city, economic interdependence, ethnicity, and change. Part 4 briefly describes the project evaluation, which shows that the project materials were highly effective in achieving conceptual and inquiry objectives. Some of the basic considerations involved in decisions about the development of the project materials are discussed in parts 5 and 6. For example, why staff decided not to develop a textbook and the reasoning behind using the community concept are examined. Project goals are outlined in part 7. Part 8 describes the teacher's role and background. How the project materials can be adapted and supplemented is the focus of part 9. Tips for evaluating and selecting materials for a Minnesota studies course are provided in part 10. (RM)

Bunker, Suzanne, Ed. And Others
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.
Midwest Sex Desegregation Assistance Center, Manhattan, Kans.
Pub Date-Sep 81
Note-109p.
Available from-Librarian, Midwest Sex Desegregation Assistance Center, College of Education, Kansas State University, Manhattan, KS 66506 (write for price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Annotated Bibliographies, *Civil Rights, Curriculum Development, Elementary Secondary Education, *Females, *Feminism, Higher Education, Instructional Materials, Public Policy, Reference Materials, Self Concept, *Sex Bias, *Sex Discrimination, Sex Fairness, Sex Role, Womens Athletics, Womens Education, *Womens Studies
Identifiers-Title IX Education Amendments 1972

This annotated bibliography includes books, booklets, films, and recordings on women; women's rights; legislation affecting women; sex equity in education and employment; sex roles and sex stereotypes; female careers; female participation in the arts, religion, history, and other aspects of society; sex fairness in school curricula; and other issues related to equality for women. Each entry includes the name of the author, editor, or compiler of the material; the title; name and address of the publisher; a brief description of the material; and recommended reading level and groups of people (such as administrators, teachers, counselors, or community members) most likely to find the material useful. Under the general category of education and community resources, materials are classified into reference resources, instructional resources, and materials on women's studies. A second general category, student resources, lists instructional materials and activities, biographies, and sex-fair fiction for students from kindergarten to 12th grade. (MJL)

ED 221 124 HE 015 470

Hill, Susan And Others

Characteristics of Black Postsecondary Students.

National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-320
Pub Date-Dec 81
Note-25p.
Available from-Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, *College Students, Comparative Analysis, *Continuation Students, Dependents, Dropout Programs, Economically Disadvantaged, Educational Background, Enrollment Trends, Family Characteristics, *Family Income, High School Graduates, Low Income Groups, *Postsecondary Education, Self Supporting Students, Student Characteristics, Student Employment
Identifiers-*Survey of Income and Education

A profile is presented of the social and economic characteristics of black students, 16 years old and over, enrolled in college or a noncollegiate postsecondary institution, based on data from the U.S. Census Bureau's 1976 Survey of Income and Education. After a reviewing of characteristics of the black population in the United States in the mid-1970s, the characteristics of black college students and students in noncollegiate postsecondary schools (including adult basic education, Comprehensive Employment and Training Act programs, and vocational schools) are discussed, with attention directed to financially dependent and independent students. Postsecondary enrollment is also analyzed in relation to family size and the number of students enrolled per family. Findings include the following: in spring 1976, 1,233,000 blacks were enrolled in college; for the 18-24-year-old group, black high school graduates had lower college enrollment rates than all high school graduates; about 46 percent of black college students were 25 years old or over; 3.5 times as many black students who were dependent on parental support, and almost twice as many black independent students, lived in households below the poverty level compared to all students; a fifth of black dependent college students lived in families with incomes over $20,000; approximately two-thirds of all black noncollegiate students had not completed high school; a fourth of black dependent postsecondary students came from families whose head had 1 year or more of college; and similar proportions of black independent and all independent noncollegiate students worked. (SW)

ED 221 178 IR 010 349

Broadbent, Marianne Schmidmaier, Dagmar
School Libraries and Technology: A Sourcebook.
Kuring - gai Coll. of Advanced Education, Lindfield (Australia).
Report No.-ISBN-0-909177-24-4
Pub Date-81
Note-171p.; Best copy available.
Available from-Centre for Library Systems, Kuring-gai CAE, Eton Road, Lindfield, NSW, Australia 2070 ($11.00).

Pub Type- Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Cataloging, Computer Science, Flow Charts, Foreign Countries, *Information Networks, Information Retrieval, Learning Resources Centers, *Library Automation, *Library Networks, Library Services, Permuted Indexes, Professional Continuing Education, *School Libraries, Shared Services, *Systems Analysis
Identifiers-*Australia, MARC

Assembled to provide an introduction to computer and communications technology, systems analysis, and networking for school librarians, this booklet brings together articles, addresses, and teaching materials prepared by the compilers for journals, conferences, and a series of continuing education courses for school librarians in Australia. The collection is divided into three sections: (1) a set of background readings, (2) a series of working notes on information system technology and processes, and (3) course outlines. Among the background readings are: Technology, Systems, and School Librarians: An Approach to Continuing Education,'' Information Retrieval in the School Library,'' Sharing Technology in School Libraries,'' School Libraries and Networks,'' and Computer Applications for School Libraries: Some Considerations.'' A selected bibliography and glossary of acronyms accompany the papers. The working notes address such topics as computer technology, machine readable cataloging (MARC) and bibliographic records, keyword indexing, flowcharting, systems analysis, and system costing. Programs for 2- and 4-day courses on school libraries and information needs and a sample keyword-out-of-context (KWOC) index are appended. (JL)

ED 221 199 IR 010 373

McLean, Dulce DiDio
A Survey of the Friends of the Library Recent Activities in Ohio: Report Description.
Ohio Library Association, Columbus.
Pub Date-80
Note-12p.
Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Involvement, *Community Support, Financial Support, Library Acquisition, Library Surveys, Professional Development, Public Relations, Questionnaires, State Surveys, Volunteers
Identifiers-*Friends of the Library, Library Support Groups, Ohio

In October 1978 a survey was conducted of Friends of the Library (FOL) activities during the preceding 6 years in support of public, branch, academic, public school, media center, institution, and special libraries in Ohio. The purpose of the survey was to identify and provide a comprehensive summary listing of the recent activities of Friends groups. A total of 315 libraries responded to the survey with 128 of them reporting FOL activities. Others reported interest in organizing or reactivating FOL groups. The type of FOL activities reported include fund raising and donation, acquisition of special collections and physical materials, sponsorship of programs, performance of services, fostering of professional growth, and development of community support for the library. A descriptive non-statistical analysis of the type of activities has been produced resulting in the publication of a separate directory of FOL activities in Ohio. The questionnaire and accompanying letter used for the 1978 survey are attached. (ESR)

ED 221 354 SE 038 248

Vaidya, Narendera

Researches on Adolescent Thought: A Framework.

Regional Coll. of Education, Ajmer (India).
Pub Date-82
Note-325p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, *Cognitive Processes, *Concept Formation, Educational Research, *Elementary School Science, Elementary Secondary Education, Intellectual Development, Learning, Learning Theories, Logical Thinking, *Problem Solving, Science Education, *Secondary School Science, Student Characteristics

Identifiers-Piagetian Theory, *Science Education Research

This document presents research studies/findings and provides a developing point of view on adolescent thought. The first chapter discusses the nature and definitions of thinking. The second and third chapters discuss frameworks for adolescent thought (focusing on the Gestalt school, Geneva school, and accelerated learning) and survey studies on problem-solving in elementary/secondary school science. The fourth chapter summarizes 13 studies undertaken at the Regional College of Education (Ajmer). Topics of studies include thinking among adolescent age science students; factorial study of adolescent thought using Piagetian tasks; problem-solving behavior in physics; growth of exclusion variables during adolescence; role of hypotheses in solving science problems; formulating/testing hypotheses during adolescence; concept formation and intellectual development; formation of experimental mind during adolescence; relationship between hypothesis testing ability in science and creativity; problem-solving ability and relative personality traits using Piagetian tasks; effect of training on stating/testing hypotheses; conservation of mass, weight, volume, and concept attainment in age 10-18 Indian students; and child's conception of movement. The fifth chapter highlights (in table form) major findings from 112 studies. The final chapter presents a current picture of adolescent thought. A full bibliography is also available from the author upon request. (JN)

ED 221 395 SE 039 207

Wooley, John F.

Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Oct 81

Grant-EPA-900953010

Note-33p.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Microbiology, Postsecondary Education, Sampling, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-Oxygen Profile Test

The oxygen profile procedure is a means of measuring the oxygen concentration at various locations in a basin. By dividing the surface of a basin into sections and then establishing sample points on the surface, at mid-depth, and near the bottom, a waste water treatment plant operator can measure and plot dissolved oxygen data which can be plotted to visually show oxygen concentrations throughout the basin. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides operators with the basic skills and information needed to: (1) successfully run the oxygen profile test; (2) record data; (3) graph results; (4) interpret information in terms of recognizing areas of oxygen deficiency in the system being tested; and (5) obtain reliable, consistent results. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures, and worksheet. (Author/JN)

ED 221 434 SO 014 258

Borchert, John R.

Geography's Relationships with the Community and Region.

Pub Date-Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Education Work Relationship, *Employment Opportunities, *Geography, *Public Relations, *Public Support, *School Community Relationship

Geographers can extend beyond their discipline into a wider community by offering answers to questions posed by the public and by communicating the knowledge geography offers. Public questions with which geographers can be most helpful are those that seek to determine flows of the settlement system and geographic processes that alter the system, where to build, preserve, sell, abandon, buy, and plant; which places to connect; and how to connect them. Further, geographers must be able to communicate and teach the concepts within which they operate: map verbalization and map quantification. Geographers need an organizational base to pursue their dialogue with a wider community; it may be an academic department of a university, a corporate location analysis department, or an office of planning and research for a state's natural resources management. Thus, when geography communicates with the wider community, it creates a constituency and, appropriately, job opportunities. The more directly geography is related to the community, the more likely its substance, coherence, purpose, and priorities will be enhanced. (KC)

ED 221 478 SP 020 521

Riley, Dan

Strength Training: Program Organization and Proper Neck Development.

Pub Date-82

Note-5p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Athletes, Athletic Coaches, *Exercise Physiology, *Muscular Strength, Physical Fitness, Program Development, *Trainers, *Weightlifting

Identifiers-*Athletic Trainers, Necks (Human Anatomy), Pennsylvania State University

During the 1960s, weightlifters and bodybuilders were the primary source for strength training methods, and their techniques were used by coaches to train athletes. In weight-training, it is the responsibility of trainers and coaches to provide the athlete with a program that produces the best results, consumes the least amount of time, and best prepares the athlete for competition. Strength training is an important part of the overall process of preparing an athlete for competition. At Pennsylvania State University, there are two rules observed for athletes developing neck muscles: (1) never exercise neck muscles before a game or practice; and (2) never perform an isometric or static contraction for the neck muscles. Athletes will develop maximum gains in strength in the least amount of time if proper attention is paid to rules stating that: (1) exercise must be in the full range; (2) muscles must be allowed to raise the weight; (3) lowering of weight must be emphasized; (4) athletes must exercise to the point of momentary muscular failure; and (5) exercise must be supervised. The team physician and trainer can help change coaches' methods for weight training. (CJ)

ED 221 498 SP 020 982

Stengel, Barbara S.
An Analysis of Student Success.''
Pub Date-81
Note-15p., Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement, Higher Education, *Individual Development, *Standards, Student Characteristics, Student Educational Objectives, *Student Evaluation, Student Role, *Success, *Values

The concept of student success is open to many interpretations and assumptions. Although teachers strive for student success, success is a relative term, contingent upon the situation in which it arises. Generally, success is judged by prior conceptions and criteria; yet attribution of success can depend on the vantage point of the judge. A student with a B'' grade point average may be considered successful in comparison with peers, but unsuccessful in comparison with previous performance or that of a sibling. A standard interpretation of success is salary and job status, but a more valuable concept is an individually determined match of a desired process and result with the actual process and result. Teachers can view student success in two ways: (1) success in the role of student; and (2) success of individuals who are students. Students who achieve the school's or teacher's goals can be described as successful students. However, if teachers broaden the definition of student'' from a restrictive nominative role to persons whom they contact and influence, the concept of student success takes on a more individualized, ambiguous meaning. Teachers should be aware of their standards for success, whether they are societally, systemically, or personally determined. (FG)

ED 221 555 TM 820 574

Burstein, Leigh Miller, Michael David
Regression Based Analyses of Multilevel Education Data.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
Report No.-CSE-R-175
Pub Date-81
Grant-NIE-G-78-0113
Note-35p.; Paper presented at the Institute for Research on Testing (East Lansing, MI, December 10, 1977).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Field Studies,

*Quasiexperimental Design, *Regression (Statistics), Research Methodology, Research Problems, Statistical Analysis
Identifiers-Aggregation (Data), Analytical Model Technique, International Evaluation Education Achievement, Project Follow Through, *Unit of Analysis Problems

Three topics within the domain of regression-based analyses of multilevel data from quasi-experiments and field studies in educational research and evaluation are presented. The paper begins with a discussion of the general question of choice of unit of analysis, or what may be the more appropriate question of choice of analytical model. It then provides empirical illustrations of the importance of knowing the question of interest. Two additional topics are considered: the use of within-group slopes as indices in between-group analyses, and the estimation of within-group dependency and its role in analysis of multilevel data. These topics reflect substantive concerns in school-based non-experimental investigations. It is proposed that, in addition to the studies of the variation in analytical properties across approaches with hypothetical data, alternative approaches should be applied to a wide variety and sizeable number of actual data sets, each with a potentially differing set of inadequacies. In this way, more could be learned about both the methods and the influences of data limitations on methods. (Author/PN)

ED 221 595 TM 820 633

Noblit, George W.

Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.

Pub Date-Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Cultural Influences, Elementary Secondary Education, *Ethnography, *Integration Studies, Racial Factors, *Research Methodology, *School Desegregation, School Policy, *Social Science Research, *Synthesis
Identifiers-*National Institute of Education

The failure to attain a true synthesis of six ethnographic studies of interracial education in desegregated schools is examined. Detailed individual descriptions of desegregation processes were yielded but the failure of summary attempts is attributed to the lack of a theory of social explanation appropriate to interpretive social science, and a lack of understanding of the relationship of social research to practice. A policy-relevant method of ethnographic synthesis considering the nature of explanation is presented. The essay summary and full report summary formats were aggregate result approaches placing aggregation above understanding. Context became the confounding variable in the search for common findings. A truly adequate explanation is much more involved and requires a comparative understanding by defining a puzzle'' of conjunctions of hypotheses for an explanation that translates'' the practices and conditions within the schools to each other, lessening the research contraints of policy. Both the hypotheses and the explicit comparison are maintained to guard against the threat of utilitarian culture on ethnographic syntheses. Utilitarian culture seeks to explain struggle, power and emotion as technical problems in prediction and control. (CM)

ED 221 632 UD 022 525

Jordan, Cathie And Others

Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 81

Note-41p. Prepared under cooperative agreement 00-CA-80-0001.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Communication, *Cultural Differences, Elementary Education, Family Life, *Family School Relationship, *Minority Groups, *Pacific Americans, Parent Child Relationship, Peer Relationship, Socialization, Speech Communication, Student Teac[illegible]lationship, *Teaching Methods

Identifiers-*Pacific Islands

This literature review of patterns of interpersonal communication in children of the Pacific Islands is based on the assumption that the communicative conventions in these children's homes are very different from those that they encounter in their Euro-American classrooms. Reviewed are studies of communicative interaction in children's peer relationships and with adults, and in teaching/learning situations which indicate how cultural patterns may conflict with some common classroom practices. It is suggested that while Pacific Islanders' teaching/learning patterns involve observation and imitation and teach operations that are related to the final goal, classroom instruction often involves teacher-centered verbal directions and presents tasks outside the context of overall performance goals. It is maintained that differences between Pacific Islanders' cultural norms and norms commonly represented in schools reduce the benefits that children may get from schooling. On the other hand, ways of avoiding classroom practices which engender cultural conflict and of selecting appropriate practices which are consistent with home-learned conventions are presented. The experience of the Kamehameha Educational Research Institute is described to demonstrate a program which has capitalized on Polynesian-Hawaiian children's existing skills to improve academic performance. (Author/MJL)

ED 221 274 PS 013 044

Hunt, Barbara M. And Others

Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.

Pub Date-81

Note-11p.; Paper presented at the Annual Spring Conference of the New England Educational Research Organization, Inc. (Lenox, MA, April 29-May 1, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*High Risk Persons, Incidence, *Intervention, *Kindergarten Children, Primary Education, Program Effectiveness, *Remedial Instruction, *Screening Tests, State Programs

Identifiers-Chapter 766 (Massachusetts), Elementary Secondary Education Act Title I

Briefly described in this paper are the screening process and intervention strategies used by the Quincy, Massachusetts, public school system since 1977 to identify children at risk for school failure due to special needs. Mention is made of a current longitudinal follow-up study designed to assess the usefulness and accuracy of the risk categories in the screening process and the effectiveness of intervention strategies. The low incidence of high- and moderate-risk students is said to be due to two preschool programs: the Chapter 766 preschool program and the Title I Early Childhood Program. (RH)

ED 221 575 TM 820 604

Jayaratne, Toby Epstein Kaczala, Caroline

Social Responsibility in Sex Difference Research.

Pub Date-Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Researchers, Research Design, Research Methodology, *Research Problems, Sex Bias, *Sex Differences, Social Influences, *Social Responsibility, Values

Identifiers-Research Results

Traditional sex difference research ignores the impact of social forces on the research process. It characteristically interprets sex differences as female deficiencies, also emphasizing the view of sex differences as determined by personal characteristics rather than situational contexts. Since research is a social process with a potentially powerful social impact, an awareness of the impact of cultural values on the process and an understanding of the political nature of research work are essential. Values too often bias the research product. A statement of the research problem is often restricted by social context and past theory. Researchers must reject the deficit hypothesis'' as a guide to research questions and must emphasize, when appropriate, situation-centered orientations to research, as opposed to person-centered activities. Cultural biases often result in the use of improper methods which support the false findings of sex differences. Research design must show an awareness of the impact of sex-related situational factors within the experiment. Most impact from research stems from the researcher's results, discussion, and/or conclusions, with little attention paid to methods which are of primary importance in assessing accuracy of findings. Researchers can minimize misinterpretation by careful presentations and by monitoring and correcting misinterpretations of their work. (PN)

ED 221 218 IR 010 393

Jensen, Marilyn Anne, Comp.

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.

Area Health Education Center System, Fresno, Calif.; Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date-Mar 82

Note-11p.; For related document, see ED 211 090.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations, Annotated Bibliographies, Continuing Education, Dentistry, *Educational Resources, *Health Education, *Health Occupations, *Medical Education, Medical Libraries, Pharmacy

Identifiers-*Area Health Education Centers

Citations to 21 journal articles and 14 documents, reports, and monographs comprise this supplementary annotated bibliography on the subject of Area Health Education Centers (AHECs). The topics covered by these items include the general nature, purposes and functions of AHECs; discussions and descriptions of specific AHEC programs; AHECs and medical education; libraries and learning resources within AHECs; AHECs and pharmacies; the allied health professions and the role of AHECs; health careers in AHECs; and dentistry and AHECs. (ESR)

ED 221 255 JC 820 456

Hutchins, Sally, Ed.

Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981.

Association of Community Coll. Trustees, Annandale, Va.

Pub Date-81

Note-132p.

Journal Cit-Trustee Quarterly; v5 n1-4 1980-81

Pub Type- Collected Works - Serials (022) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Board Administrator Relationship, *College Administration, College Faculty, College Planning, College Presidents, *College Role, Community Colleges, Educational Finance, Foreign Students, *Governance, *Governing Boards, Government School Relationship, School Business Relationship, *Trustees, Two Year Colleges, Two Year College Students

These four issues of Trustee Quarterly'' present 31 articles on topics of concern to community college trustees, including finance, administration, and mission. Specific articles cover: (1) the board chair's political role (E. M. Duffy); (2) evaluation and goal setting (M. Hays); (3) collective bargaining (K. L. Hunt and W. Hamilton); (4) long- and short-range planning (D. B. Lake); (5) trustee role in presidential evaluations (J. Lombardi); (6) changes facing community colleges (S. E. Marsee); (7) trustee orientation (P. McGlashan); (8) adult literacy and the community college (N. M. Ellison); (9) board self-evaluation (M. M. Harris); (10) relations with the federal government (C. M. Mathias); (11) power and politics of state educational policy (B. Roberts); (12) legal liabilities of the trustee (R. E. Sechler); (13) international education (B. F. Stewart); (14) competing with industry for faculty (H. A. Tuck); (15) trustee responsibilities (A. R. Christensen); (16) board/president relations (B. Cruden); (17) managing change (R. R. Evans and H. M. Milander); (18) planning and budgeting (K. J. Jacobs); (19) strategic planning and marketing (B. Knight); (20) internationalizing the community college (I. G. Kurtz); (21) identifying community needs (A. M. McKinnon); (22) assuming trusteeship (M. C. Nicolai); (23) state and national policies (C. E. Plaum); (24) policy formation (G. R. Conger); (25) occupational education (P. A. Elsner); (26) alternative funding (J. C. Jones); (27) board/president responsibilities (M. Kennedy); (28) international students (D. H. Scott); (29) student recruitment and retention (E. Yang); (30) affirmative action (C. R. Ward); and (31) presidential evaluations (M. W. Wheat). (KL)

ED 221 334 RC 013 615

Toro, Leonor Pla, Myrna

Eventos de Agosto (August Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.

Pub Date-Aug 82

Note-67p.; For related documents, see ED 207 783-784, ED 212 394, and ED 213 543.

Available from-Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave, Hamden, CT 06517-2497.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cultural Activities, Cultural Awareness, Elementary Education, Females, *Leaders, *Learning Activities, Legislation, *Migrant Education, Public Officials, *Puerto Ricans, Voter Registration, Voting Rights

Identifiers-Blanco (Julian C), Fernandez (Rufo Manuel), Harrison (Benjamin), Hoover (Herbert C), Johnson (Lyndon Baines), Social Security Act, Womens Suffrage

Written in Spanish, this booklet contains brief information on seven August events celebrated by Puerto Ricans: Herbert Hoover's birthdate (August 10); Acta del Seguro Social (Social Security Act, August 14); Julian E. Blanco (August 14), Enmienda 19 Sufragia de la Mujer (Amendment 19, Women's Suffrage, August 26); Benjamin Harrison (August 20); Padre Rufo (August 27); and Lyndon Baines Johnson (August 27). Designed as a teacher resource, the booklet includes brief biographical sketches of the accomplishments of Herbert C. Hoover, who served as U.S. President from 1929 to 1933; Julian E. Blanco, who held several political offices in the Puerto Rican government; Benjamin Harrison, who served as U.S. President from 1889 to 1893; Rufo Manuel Fernandez (Padre Rufo), a Presbyterian minister who taught physics and chemistry to students; and Lyndon B. Johnson, who served as U.S. President from 1963 to 1969. Information is provided on the population census, the Social Security Act, and Amendment 19, Women's Suffrage, and the use of a voting machine. The booklet includes a list of 28 historical happenings in the month of August and about 14 suggested activities (e.g., discussion questions, writing exercises, vocabulary development activities, and exercises on how to complete various forms). (NQA)

ED 221 375 SE 039 134

Young Children: A New Target for Public Fire Education.
Federal Emergency Management Agency, Washington, D.C.
Report No.-FA-31
Pub Date-Oct 80
Note-16p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Fire Protection, *Learning Activities, Program Descriptions, *Safety Education, *Teaching Methods
Identifiers-*Fire Safety Education

Two fire education programs for young children are described. The basic principles of both programs are the same: keep it short, make it fun, and get the children involved. The first program addresses what to do if clothes catch fire, teaching about matches, and exiting during a fire (crawling under smoke, raising windows, and unlocking doors). Instructional strategies and activities are outlined for three age groups in the second program: infants/toddlers, children 3-5 years old, and children 6-8 years old. Since infants/toddlers cannot care for themselves, concepts suggested to be taught to their caretakers include the dependence of infants/toddlers upon adults, the need for constant adult supervision, and the need to remove hazards to make childrens' environment safe. Activities for 3-5 year olds are suggested to foster the dual nature of fire (friendly but dangerous); stop/drop/roll technique to smother clothing fires; danger of matches; image of firefighter; and simple fire escape procedures. In addition to reinforcing the previous concepts, it is suggested that 6-8 year olds be taught basic components of fire, role and operation of the fire department, home/community hazards (such as flammable liquids, lighters, and matches), and how to correctly report a fire. (Author/JN)

ED 221 453 SO 014 307

Massetti-Miller, Karen

Symbols of Sexual Separation and Androgyny in Myth and Religion.

Pub Date-Jun 82

Note-19p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, Cross Cultural Studies, *Females, *Males, *Mythology, Personality Traits, *Religion, *Sex Differences

Although currently expressed in terms of linear and intuitive halves of the brain, the concept of androgyny (the integration of male and female characteristics within each person) is central to ancient myths and religions. Most accounts concern an initial separation of the sexes and subsequent efforts to unite male and female forces. For example, the Chinese polar halves of Yin and Yang were formed from a single fluid, and the Hindus speak of the splitting of the original creative force called the Supreme Self. In Western myths, the creator remains entire and the split transpires within the creature (e.g., Adam and Eve). The Greek version suggests that the gods split people in half to punish them for their conceit. All of these myths express concern for uniting the separation (or dual halves of the psyche) through symbols of androgyny. By combining both linear (male) and intuitive (female) qualities within the individual psyche, one unites the polar forces which represent creation and growth. Thus Eastern icons are often hermaphroditic, as are Christian, Persian, and Hindu-Buddhist angels. Traditional rituals such as marriage and alchemy also portray union of polar opposites. An awareness of these ancient archetypes can lend a more complete understanding to current sex role research. (KC)

ED 221 536 SP 021 102

Edmonds, Ronald R.

Programs of School Improvement: An Overview.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-23p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Educational Assessment, *Educational Environment, Educational Research, Elementary Education, Inservice Teacher Education, Institutional Characteristics, *Instructional Improvement, Minimum Competencies, *Program Design, *Program Effectiveness, State School District Relationship, *Teacher Effectiveness, Urban Schools

Major local-, state-, and university-designed programs with the objective of fostering instructional effectiveness at the elementary school level are described in this paper. Instructional effectiveness is defined as a prerequisite to academic achievement in that it occurs when all students obtain at least minimum academic mastery as measured by standard achievement tests. The influence of family background and the role of school characteristics on learning achievement are discussed, followed by a review of selected programs for school improvement: (1) New York City's School Improvement Project (SIP), a comprehensive attempt to improve the school system's approach to teaching and learning; (2) a program, designed by Maureen Larkin for 20 schools in Milwaukee, to improve teacher attitudes and classroom climate; (3) a plan, by the Danforth Foundation and St. Louis (Missouri) school districts, for inner-city school improvement; (4) Yale University's association with the New Haven School District; and (5) elements of Chicago's school desegregation plan that focused on school effectiveness. Programs administered by state departments of education and by universities are outlined. Recommendations for program planning and evaluation are made. (FG)

ED 221 158 IR 010 181

O'Bryan, Kenneth G.
Writing for Instructional Television.
Corporation for Public Broadcasting, Washington, D.C.
Report No.-ISBN-0-89776-052-2
Pub Date-81
Note-157p.
Available from-Corporation for Public Broadcasting, 1111 16th St., N.W., Washington, DC 20036 ($5.00, prepaid).
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Television, Group Dynamics, *Instructional Design, *Production Techniques, *Programing (Broadcast), Public Television, *Scripts, Television Studios

Writing considerations specific to instructional television (ITV) situations are discussed in this handbook written for the beginner, but designed to be of use to anyone creating an ITV script. Advice included in the handbook is based on information obtained from ITV wirters, literature reviews, and the author's personal experience. The ITV writer's relationship to other members of a project team is discussed, as well as the role of each team member, including the project leader, instructional designer, academic consultant, researcher, producer/director, utilization person, and writer. Specific suggestions are then made for writing and working with the project team and additional production crew members. A chapter is devoted to such specific ITV writing conventions as script format, production grammar, camera terminology, and transitions between shots. Understanding production technology is the focus of a chapter which discusses lighting, sound, set design, and special effects. An in-depth look at choice of form narrative, dramatic, documentary, magazine, or drama is provided, followed by advice and guidelines for dealing with such factors as the target audience, budget and casting, treatment,

visualization, and revisions. Ten additional readings are suggested. (LMM)

ED 221 237 JC 820 391

Burson, Gerald E.
A Concern for Professionalism.
Pub Date- 82
Note-13p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Colleges, *Evaluation Criteria, *Faculty Evaluation, Noninstructional Responsibility, *Self Evaluation (Individuals), *Teacher Responsibility, Two Year Colleges

Northern Oklahoma College's current system of faculty evaluation emphasizes evaluation as an ongoing process rather than a once-a-year occurrence. New faculty members are presented with a checklist of evaluation criteria and expectations, which is to serve as a guide for performance and an avenue for communication with the department chair. Recently, it became apparent that this checklist was not as effective as it could be and efforts have been undertaken to alter the evaluation process from a strictly superior-subordinate system to one incorporating self-evaluation. In revising the evaluation form, several factors were considered: (1) a common descriptive set of criteria should be employed in self-evaluations and supervisor evaluations; (2) the goals and purposes of the institution must be used as the basis for establishing evaluation criteria, which should cover total professional behavior; (3) professionalism and accountability must be part of the evaluation approach; and (4) the evaluation process should be organized, consistent, pervasive, and specific. On the basis of these considerations, a self-evaluation instrument has been proposed focusing on effective instruction, advising responsibilities, non-class responsibilities, and general professional activities. The aim of the new form is to encourage instructors to be personally accountable for their professional role and to emphasize evaluation as a source of instruction rather than as a punitive process. The self-evaluation instrument is appended. (KL)

ED 221 275 PS 013 045

Akinsanya, Sherrie K.

Nursery School Education in Nigeria: Impact on Families and Society.

Pub Date-Nov 80

Note-25p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Environment, Cognitive Development, *Educational Objectives, *Foreign Countries, *Nursery Schools, Preschool Education, Preschool Teachers, *Social Change, Socialization, Surveys, *Teacher Attitudes

Identifiers-*Nigeria (Lagos)

An overview of preschool education in Lagos State, Nigeria, is particularized with findings from a survey of 156 teachers in 25 Nigerian nursery schools. In Nigeria, urbanization has been accompanied by rapid growth in the number of pre-primary institutions. The educational aims of such institutions include both cognitive and social-emotional developmental improvement, but in practice, cognitive activities based on rote memorization and repetition are emphasized to prepare children for the competition for first place in primary school classes. Classrooms, usually attached to primary schools, are filled with chairs and benches; children are required to remain in seats. The average age of children entering nursery school is 2.5 years, and the average caregiver/child ratio is 1 to 35. While older and more experienced teachers primarily viewed early childhood education programs as offshoots of the primary school, they also perceived early childhood education as an opportunity for developing socialization skills. Findings of follow-up interviews explain the apparent contradiction: If teachers seemed to favor a more open classroom emphasizing the development of social-emotional skills within a socialization environment, they did so only as a means for fostering cognitive skills such as spoken English or alphabet writing in exercise books. (RH)

ED 221 295 PS 013 068

Adolf, Jane W.

Emotional Consequences of Child Abuse: The Attachment Relationship.

Pub Date-82
Note-12p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attachment Behavior, *Child Abuse, *Child Neglect, *Emotional Development, Intervention, Literature Reviews, Psychological Patterns, *Security (Psychology)
Identifiers-Ethology, Psychoanalytic Theory

In an effort to understand the emotional impact of abuse, many studies have been conducted to investigate the type of emotional problems suffered by abused children and to identify variables which may make them susceptible to damage. For example, studies have correlated emotional problems with age at which abuse occurred and with the type and severity of abuse. Still others have examined the impact of parent/child relationships on the disciplinary situation and on the child's later emotional development. It is the purpose of this paper to summarize these findings and others regarding some of the emotional damage that young children may suffer as a result of physical abuse and/or neglect. A brief summary of the psychological consequences of child abuse, particularly in the child's first 5 years of life, introduces a more in-depth discussion of the attachment relationship and the possible impact of child abuse on this relationship and on emotional well-being. Information gleaned from this discussion is used to hypothesize interventions to help prevent child abuse. (MP)

ED 221 315 RC 013 584

Quickel, Rosemary L. Wise, James E.

Horry County Reading Crusade. Final Evaluation Report, 1981-82.

Horry County Board of Education, Conway, S.C.

Spons Agency-South Carolina State Dept. of Education, Columbia.

Pub Date-7 Jun 82

Note-27p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Community Resources, Functional Literacy, Individualized Instruction, Program Effectiveness, Program Evaluation, *Reading Improvement, *Reading Instruction, Rural Areas, School Community Programs, *Tutors, Volunteers, Volunteer Training

Identifiers-Adult Basic Learning Examination, *Laubach Method, *South Carolina (Horry County)

The Horry County, South Carolina, Reading Crusade, a joint effort of the Literacy Council and the school district, was begun in 1979-80 with the intent of raising the literacy level of adults. The school district's Adult and Community Education Department provided office space, telephones, lab space, salaries, and mileage for the coordinators. The Project Evaluation Plan for 1981-82 contained two objectives: (1) all non-reading adults, identified as being capable and willing, would be taught to read by trained community volunteers tutors using the Laubach approach; and (2) all poor reading adults, identified as being capable and willing to increase their reading skills, would receive one-to-one tutoring by trained community volunteers. Results of the Adult Basic Learning Examination (ABLE) pretest and posttest scores are provided for 29 non-readers (13 females 4 Blacks, 2 Orientals, 7 Whites; and 26 males 11 Blacks, 15 Whites) with ages ranging from 16-56 and 28 poor (11 females 4 Blacks, 2 Orientals, 1 Hispanic, 4 Whites, and 17 males 5 Blacks, 1 Oriental, 11 Whites) with ages ranging from 17 to 67. Quantitative evidence derived from pre- and posttest scores of the 67 students indicates that both objectives were met. Comparisons of the 3 years indicate the project would be effective if continued in Horry County. (AH) Horry County. (AH)

ED 221 415 SO 014 038

Schubert, Jane G.
The Design of a Snark That Is Not a Boojum: Learning from Evaluation.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-19 Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Demonstration Programs, Demonstrations (Educational), Elementary Secondary Education, *Equal Education, Program Descriptions, Program Evaluation, Program Proposals, Teacher Education

The accomplishments of the first year of project FOCUS, one of five national demonstration efforts funded under the Women's Educational Equity Act, are presented. There are four parts to the report. Part 1 gives an overview of the project. After conducting a needs assessment, the Tucson (Arizona) Unified School District undertook four central program activities: using resources designed to improve the balance of educational opportunities for all students; training all personnel in the concepts of equity and strategies to apply those concepts; providing a setting where other interested persons could observe the program and talk to the implementors; and evaluating the project. Part 2 describes the following accomplishments of the first year: (1) learning activities (K-12) using sex-fair materials were compiled; (2) a volume of sex-fair activities in language arts, math/science, social studies, and fine arts was designed for lower primary students; (3) workshops were conducted for faculty and staff; (4) presentations were made to local parent, business, and community groups; (5) project brochures were distributed; and (6) technical and final reports were written. Project evaluation results are described in the third part. Several attitude surveys and questionnaires were used to assess teacher and student awareness of equity issues and students' aspirations toward nontraditional roles. There were measurable reductions in stereotypic behaviors. The awareness of equity issues was increased. The report concludes with a discussion of lessons learned from the first year. (RM)

ED 221 517 SP 021 042

Gollnick, Donna M.

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.

Pub Date-May 78

Contract-400-76-0127

Note-90p.

Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Policy, *Bilingual Education, Cultural Pluralism, Ethnic Groups, *Multicultural Education, National Organizations, *Professional Associations, *Publications, Teacher Associations

This profile was compiled from data collected in a survey conducted by the Commission on Multicultural Education of the American Association of Colleges for Teacher Education. The first section of the document provides an overview of the multicultural/bilingual education activities of the responding 33 national education organizations. The second section lists (by individual organizations): (1) purpose; (2) membership; (3) specific activities in multicultural and/or bilingual education; (4) support for multicultural activities; (5) specific ethnic or language groups for which activities are targeted (if other than multiethnic); (6) expected focus of future multicultural education activities; and (7) whether the organization publishes materials in this area. The third section lists (by individual organizations) publications related to multicultural education. (JD)

ED 221 615 UD 022 494

Hunter, Susanne LaTorre, Ronald

An Evaluation of the Police Liaison Program. Research Report 81-08.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

Pub Date-Oct 81
Note-105p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Attitudes, *Delinquency, Delinquency Prevention, Elementary Secondary Education, Police Community Relationship, *Police School Relationship, *Program Effectiveness, *Student Attitudes, *Teacher Attitudes
Identifiers-British Columbia (Vancouver), *Police Liaison Program (British Columbia)

The Police Liaison Program (PLP) was established in Vancouver, British Columbia (Canada) elementary and secondary schools to improve police-community relationships; to increase understanding of the police role and of the individual's responsibilities in the community; and ultimately, to reduce juvenile delinquency. In 1981, the program was evaluated to measure its effectiveness in decreasing the incidence of juvenile crimes, improving student attitudes toward the police, and influencing administrator, teacher, and student opinions on the program. Analysis of crime statistics revealed no evidence that the program had made a significant impact on the incidence of crime on school grounds. Attitude surveys indicated that having the program in a school had a significant impact on attitudes toward the police among secondary school students but not among elementary school students. Opinion surveys indicated that most of the teachers, principals, and students had positive opinions of the program. The school personnel presented some recommendations for program improvement. Details of the evaluation and evaluation results are presented in this report. Appendices include an example of a Police Liaison Officer's monthly report and plans, crime statistics, sample questionnaires, and survey results for elementary school teachers and students, and secondary school teachers and students. (MJL)

ED 221 141 HE 015 493

Gibbs, Graham And Others

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-SMG-12

Pub Date-82

Note-22p.

Available from-Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA, England.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Organization, Foreign Countries, Formative Evaluation, Higher Education, *Instructional Materials, *Learning Processes, *Material Development, Open Universities, *Questioning Techniques, Research Needs, Self Evaluation (Individuals), *Study Habits

Identifiers-*Open University (Great Britain)

In designing teaching materials for Open University students' use, authors have been encouraged to incorporate in-text questions to assist students in understanding the materials. These are relatively simple, limited-scope questions relating directly to the preceding material, and are called enabling questions. These are contrasted with the broader self-assessment questions. This study was undertaken to learn whether the in-text questions are serving the authors' purposes of making the material more accessible to students, and whether it is understood how students use this technique. Arguments for and against the use of this device are reported and the literature reviewed. It is concluded that currently available research does not provide a clear and useful picture of students' use and perception of in-text questions, or of the ways student responses correspond to the authors' intent. Some evidence was uncovered that the questions have negligible or negative effects, suggesting urgent need for further research. A list of references is appended. (MSE)

Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
New York Metropolitan Reference and Research Library Agency, N.Y.
Pub Date-81
Note-224p.; Best copy available.
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Indexes, Library Materials, *Library Material Selection, *Library Surveys, Periodicals, *Public Libraries, Reference Materials, *Research Libraries
Identifiers-Association of Research Libraries, New York Metropolitan Reference and Research Lib, *Selection Tools

The results of a survey of the New York Metropolitan Reference and Research Library Agency (METRO) and selected Association of Research Libraries (ARL) member-libraries concerning the selection tools they use the most frequently in acquiring new materials are tabulated in this guide. The categories covered by the survey are based on the Library of Congress Classification scheme. The 63 categories listed in the guide are arranged alphabetically, with current tools (i.e., periodicals) and books and miscellaneous tools listed separately for each subject category. The tabulations indicate the number of libraries responding for each category and the number of libraries which noted use of each tool listed. Also included are a list of participating ARL and New York Metropolitan libraries, a list of the Metropolitan Reference and Research Agency task force members who worked on the survey, and a list of the categories covered in the guide. (JL)

ED 221 200 IR 010 375

Moseley, James L.
Three Models for Individualizing Instruction in Library Education.
Wayne State Univ., Detroit, Mich.
Pub Date-82
Note-33p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Education, *Diagnostic Teaching, Higher Education, *Individualized Instruction, *Instructional Design, *Learning Modules, *Library Education, Library Materials, Medical Libraries, Medical Vocabulary, Models, Preservation, Pretests Posttests, Reference Materials

Examples of three models for individualizing instruction of library students are presented, i.e., Diagnostic Prescriptive Teaching (DPT), Modularized Instruction, and Nonformal Basic Program. The focus of DPT is on general reference tools and subject reference works in science and technology. The model includes four behavioral objectives, a diagnostic test used to determine students' areas of weakness, activities or prescriptions to be assigned to correct the weaknesses identified by diagnosis, and a criterion test to ensure that objectives have been met. A check sheet is included to keep records of each student's progress. Modularized Instruction is designed to introduce the student to medical terminology, including the origins of medical vocabulary, often-used prefixes and suffixes, and principal medical abbreviations. For each of these three objectives a pretest, enabling activities, and a posttest are given. The Nonformal Basic Program teaches conservation of library materials using an eclectic approach. The model comprises four behavioral and three experience-related objectives: selection of needed materials, teacher-made and student-made assignments, sample form for recording student proposal, follow-up activities, and procedures for the monitoring and self-evaluation of the finished product. (ESR)

ED 221 355 SE 038 750

Clarkson, Philip, Ed.

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).

Papua New Guinea Univ. of Technology, Lae.
Pub Date-May 82
Note-246p.
Pub Type- Reports - Research (143) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Cognitive Development, *Conferences, Curriculum Design, Educational Research, Educational Technology, Elementary Secondary Education, Learning Theories, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Program Descriptions, *Teaching Methods
Identifiers-*Mathematics Education Research, *Papua New Guinea

This document consists of papers presented at the Second Mathematics Education Conference in May 1982 at Lae, Papua New Guinea. Included are the following titles: (1) The Use of Academic Subjects in a Service Capacity; (2) Some Factors Affecting Mathematics Learning in a National High School; (3) An Extraneous Role for the VTR in Educational Research; (4) A Problem Solving Project - How to Do It; (5) In Algebra We Do Operations on Letters; (6) The Case for Changes in Approaches to Mathematics Curricula: Some Suggestions for Research and Teaching; (7) A Preliminary Study of the Mathematical Generalization Process in Late-Secondary Papua New Guinean Students; (8) The Rotation and Development of Surfaces - A Study of a Piagetian Spatial Task with PNG Secondary School Pupils; (9) Attitudes to Success and Failure in Mathematics; (10) Community School Mathematics: The International Connection; (11) The Use of Algorithms in Year 7; (12) Computer-Assisted Instruction at Unitech; (13) The Development of Time Concepts and the Use of Comparatives among Papua New Guineans; (14) Regional Cooperation: PEACESAT, PRIME and the SPMLC; and (15) Development and Implementation of Math Textbooks in PNG. The document concludes with a program outline of the conference. (MP)

ED 221 396 SE 039 208

Wooley, John F.

Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Sep 81

Grant-EPA-900953010

Note-67p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College.

Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Microbiology, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, Water Quality, *Water Treatment

Identifiers-Oxygen Uptake Test

Biological waste treatment in the activated sludge process is based on the ability of microorganisms to use dissolved oxygen in breaking down soluble organic substances. The oxygen uptake test is a means of measuring the respiration rate of microorganisms in this process. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) successfully run the oxygen uptake test; (2) graph its results; (3) properly perform calculations for slope, oxygen uptake rates, and specific uptake rates; and (4) obtain reliable data from the test procedure. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, sources of dissolved oxygen meters, laboratory procedures (oxygen uptake test, stabilization test, suspended solids, and volatile suspended solids), and worksheet. (Author/JN)

ED 221 435 SO 014 260

Reed, John Shelton Marsden, Peter V.

Leisure Time Use in the South: A Secondary Analysis.

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date-Dec 80
Grant-NEA-02-4050-005
Note-200p.; Some charts may be marginally legible. Assistance was also given by the Department of Sociology.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Art Activities, Differences, Hobbies, *Leisure Time, Music Activities, Outdoor Activities, Racial Differences, Recreational Activities, Regional Characteristics, Sex Differences, Social Life, Social Science Research, Surveys, Theater Arts
Identifiers-*United States (South)

The study examined participation in arts-related activities, compared to other leisure activities; demand for greater participation; and the nature of barriers to increased participation in the American South. Data analyzed came from two sources: (1) from three previously conducted Harris polls which during the 1970's had surveyed a total sample of 5985 persons from all parts of the United States; and (2) from a survey of approximately 2300 Southerners conducted in 1978 by the Human Resources Research Organization specifically for this project. Findings include the following. It appears that there are regional differences in nearly all sorts of organized leisure activity, including art-related activity. Southerners are less likely than non-Southerners to engage in most of the activities examined. The analysis suggests that differences in participation do not reflect the fact that Southerners face greater barriers. Indeed, the data suggest that they face fewer barriers, and that removing barriers to participation might well accentuate existing regional differences. Nonwhites and women are much more likely than whites and men to indicate that there are arts-related activities they would like to engage in, but do not. Present participation in some activity and demand for additional participation are almost always positively associated. (RM)

ED 221 479 SP 020 522

Smith, Nathan J.
Nutrition in Children's Sports.
Pub Date-82
Note-10p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.
Available from-Not available separately; see SP 020 500.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Adolescents, *Athletes, Athletics, *Body Weight, Dietetics, Eating Habits, Elementary Secondary Education, Exercise Physiology, Food, Health Education, *Nutrition, *Physical Health, Trainers
Identifiers-Athletic Trainers

Young athletes need to be aware of the importance of good nutrition to athletic performance. A basic diet plan, worked out with a physician to satisfy energy and weight needs, is essential. The best eating schedule and amount and type of food varies with different sports depending on the intensity and duration of physical activity. Weight control programs for such high school sports as wrestling and football should be carefully monitored by school personnel, parents, and community physicians. Without such supervision, athletes may compound nutritional abuse with the use of anabolic steroids or diet supplements in dangerous quantities. Another risk to health and physical performance, especially among female athletes and adolescent boys, is iron deficiency. Athletes coming from lower income families are also at risk, since they may not receive the amount of food necessary for good physical and mental performance. Successful preparation for competition often depends on the pregame meal, which should feature low carbohydrate, low-fat foods taken about 2 to 3 hours before the game. (FG)

ED 221 499 SP 020 983

Di Paula, Freddy O.
Learning Never Ends: Need for Lifelong Learning Programs.
Pub Date-81
Note-16p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Career Development, Educational Trends, *Lifelong Learning, Nontraditional Education, Postsecondary Education, *Program Development, *Student Characteristics, *Student Educational Objectives

This paper presents the notions of lifelong learning and lifelong learners within a social perspective. In order to illustrate this social perspective, the need for lifelong learning, factors affecting the lifelong learner, and the characteristics of the lifelong learning population are discussed. Educational and program implications are provided that should be helpful for program developers to take into consideration while making decisions about future educational programs. The viewpoint is offered that to achieve the goals of a learning society, challenged by rapid progress and new knowledge, two elements must be present. First, it is necessary that the related culture place a value on continued learning in order to improve the quality of life. And second, that educators who plan educational programs make use of their students' accumulated life experiences in their approach to designing education for lifelong learners. (Author/JD)

ED 221 556 TM 820 575

Miller, M. David Burstein, Leigh
Multilevel Properties of Test Items: An Exploratory Study.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-R-181
Pub Date-81
Note-58p.; Appendix A contains small print that may not reproduce clearly.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement Tests, Elementary Secondary Education, *Item Analysis, *Norm Referenced Tests, *Regression (Statistics), *Research Design, Standardized Tests, Test Format, *Test Items
Identifiers-Beginning Teacher Evaluation Study, International Evaluation Education Achievement, *Unit Of Analysis Problems

The multilevel characteristics of test item data are considered as a method for examining the characteristics of standardized norm-referenced tests. A theoretical rationale for examining multilevel characteristics is presented. It can be used as an aid to understand why program and instructional effects on measures constructed from individual-level psychometric data are weak, to improve instructional sensitivity and program relevance of tests, and to indicate what features of a test will increase the sensitivity of the test to instructional program variables. An empirical example form the International Evaluation of Education Achievement study and an analysis of one test from the Beginning Teacher Evaluation Study are examined to better understand how multilevel analysis can lead to more informed use of item data. It was found that between-student analysis fails to take into account the instructional context and its effect on student item response. This failure has two effects. First, the relationship between item response and other variables cannot be explained since it is a conglomerate of two different processes. Second, the between-student analysis may give a distorted view of whether an effect does or does not exist. (Author/PN)

ED 221 633 UD 022 526

Inn, Kalei

The Self-Concept of Bilingual Asian-American Children. Professional Paper.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 81
Note-27p.; Prepared under cooperative agreement 00-CA-80-0001.
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Bilingual Education, Bilingualism, *Cultural Influences, Elementary Secondary Education, Ethnicity, *Research Needs, *Self Concept, *Self Esteem

Existing research knowledge concerning the self-concept of Asian American children, particularly in relation to bilingual education, is explored in this paper. The significance of the literature review is considered to rest on the assumption that Asian Americans' physical characteristics, language, and cultural orientation make their self-concept highly vulnerable to the potentially adverse effects of the English-dominant school. The literature review, however, is said to reveal a paucity of relevant research on these children's self-concept.

Due to the scarcity of empirical data, no generalizations are made in the report about self-concept among the different Asian American populations, either separately or as one group. However, observations included about the available data point out problems in definition, measurement, and interpretation, especially concerning the nondifferentiation of different groups of Asian Americans; nonstandardization and nonequivalency of translations in self-concept test instruments; demand characteristics of the testing situation (such as linguistic ability); and construct validity of tests. The importance of further research inquiry along these lines is emphasized, and recommendations for future research on self-concept among bilingual Asian American children are presented. (Author/MJL)

ED 221 125 HE 015 471

Hill, Susan And Others

Characteristics of Postsecondary Students Twenty-Five Years and Older.

National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-321
Pub Date-Jan 82
Note-25p.
Available from-Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Students, *Age Groups, *College Students, *Continuation Students, Dropout Programs, Economically Disadvantaged, Enrollment Trends, Family Characteristics, High School Graduates, *Income, Low Income Groups, Part Time Students, *Postsecondary Education, Self Supporting Students, Student Characteristics
Identifiers-*Survey of Income and Education

The social and economic characteristics of adult students enrolled in postsecondary schools (collegiate and noncollegiate) in spring 1976 are examined, based on data from the U.S. Census Bureau's 1976 Survey of Income and Education. For students who were dependents, information is presented on their families. Findings include the following: adult students (25 years old and older) accounted for 41 percent of the total college enrollment in 1976; of the 5 million adult students in college, 3.6 million were attending part time; most adult students were between 25-35 years old, but the 35-year-old and over group constituted one-third of the adult collegiate enrollment; 42 percent of adult undergraduate students were female; fewer than 1 in 10 adult college students were still financially dependent on their parents; larger proportions of adult dependent college students were in the lower income categories compared to all dependent college students; nearly a third of all adults who were enrolled in postsecondary schools were enrolled in noncollegiate schools; among noncollegiate adult students, 80 percent were high school graduates and 20 percent were not; larger proportions of adult dependent noncollegiate students were in the lower income categories compared to all dependent noncollegiate students; and smaller proportions of adult independent noncollegiate students were in the two lowest income categories compared to the proportions of all independent noncollegiate students. (SW)

ED 221 219 IR 010 394

Josey, E. J., Ed.
Libraries and Adult Learners.
New York State Library, Albany.
Pub Date-82
Note-66p.
Available from-Subscriptions are available from Gift and Exchange Section, New York State Library, Albany, NY 12234 ($1.50/year; $.50/copy).
Journal Cit-The Bookmark; v40 n3 Spr 1982
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, *Adult Programs, Community Education, *Community Information Services, *Continuing Education, Film Libraries, Freedom of Speech, Grants, Information Needs, Interlibrary Loans, Library Extension, Library Facilities, Library Role, Library Services, Library Surveys, Lobbying, *Public Libraries
Identifiers-*Adult Independent Learner Project, Job Information Service

Of the 13 essays presented in this special issue on libraries and adult education, 8 focus on programs and services from the public library for adult learners. These essays provide information on: (1) an Education Information Centers Program (EIC) designed to complement employment skills training provided under the Comprehensive Employment and Training Act (CETA) (P. Tarin); (2) the Westchester Education Brokering Service (WEBS), a public library/university collaboration (J. Thresher); (3) the Adult Independent Learner Project (AIL) in the New York Public Library (B. Shapiro); (4) AIL in the Nassau Library System (D. Puryear); (5) adult independent learners and the Steele Memorial Library of Elmira (C. Bossard); (6) the effect of AIL on the Ramapo Catskill Library System (RCLS)(R. W. Anglin); (7) a study by the New York State Library exploring community-based learning in public libraries (K. M. Fiels); and (8) the role of programming in public library service for the community (M. L. Bob). The remaining five essays deal with intellectual freedom (R. K. Molz); political lobbying on the part of the library community (H. T. Farley), patterns of use of New York State Public Library's film collections (J. W. Palmer), the New York State Interlibrary Loan Program (NYSILL) (J. G. Rollins), and receipt of federal funds by college and university libraries in fiscal year 1981 (E. J. Josey). A 1926 article by Melvil Dewey on adult education concludes this special issue. (ESR)

ED 221 376 SE 039 135

Emergency Management Instruction. Instructor's Guide for Grades 7-9.
North Carolina State Div. of Emergency Management, Raleigh.
Spons Agency-Federal Emergency Management Agency, Washington, D.C.
Pub Date-Apr 81
Note-138p.; May not reproduce well due to marginal legibility.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Earth Science, *Emergency Programs, Fire Protection, Junior High Schools, Learning Activities, Pollution, *Safety Education, Science Education, *Secondary School Science, *Weather
Identifiers-Earthquakes, Floods, *Natural Disasters

Emergency Management education seeks to give students basic information about natural and man-made disasters, preparedness procedures, and survival techniques. The intent of this guide is to aid teachers in presenting disaster survival instruction in the junior high school grades. The materials are designed to supplement existing curricula, where appropriate, and are not intended to be taught as self-contained units of instruction. Materials include student learning objectives, a variety of instructional strategies, student-oriented activities, references, and sample evaluation guides. A media kit, consisting of visuals and handouts, is located at the end of the guide. These pages may be detached and used as masters for handouts without destroying the integrity of the guide. Disasters considered include hurricanes, floods, tornados, thunderstorms, winter storms, heat waves, earthquakes, volcanoes, fires, pollution, and nuclear/radiological emergencies. (Author/JN)

ED 221 454 SO 014 317

Georgeoff, Peter John
The Educational System of Yugoslavia. Education around the World.
Office of International Education (ED), Washington, DC.
Spons Agency-Department of Education, Washington, D.C. Div. of International Education.
Pub Date-82
Note-124p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comparative Education, Educational Change, *Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Military Schools, Preschool Education, Teacher Education, Vocational Education
Identifiers-*Yugoslavia

All levels of education in Yugoslavia are described; vocational education, teacher education, and military education are examined; and reforms and trends are discussed. Preschool education, which is not compulsory, consists of several types, including day care centers, boarding-care centers, and kindergartens. Elementary education is 8 years and is compulsory for all children between the ages of 7 and 15. Secondary schools, which are not compulsory, include the gymnasia, art schools, technical schools, trade or vocational schools, teachers' schools, and military schools. Higher educational institutions include universities; higher schools, which are intermediate-level institutions between secondary school and a complete university; high schools, which offer complete programs of a specialized nature and are at a level equivalent to the universities; military academies; theological seminaries; and workers' and people's universities. There are eight levels of vocational education in Yugoslavia and five main types of teacher education programs. Military academies have university rank. There have been new educational reforms in the content and courses of instruction for all educational levels. Because of the decentralized structure of education in Yugoslavia, the introduction of these changes has been uneven throughout the various provinces. A glossary of terms and a bibliography conclude the publication. (RM)

ED 221 518 SP 021 044

Rosner, Frieda Grandy, Jerilee

The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.

Educational Testing Service, Princeton, N.J.
Pub Date-May 82
Note-47p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, Higher Education, Interpersonal Competence, *Preservice Teacher Education, *Teacher Certification, Teacher Education Curriculum, *Teacher Evaluation, Teacher Qualifications, Teaching Skills, Test Items, *Tests, *Test Validity
Identifiers-*National Teacher Examinations

In July of 1981, the Policy Council of the National Teacher Examinations (NTE), in conjunction with the Educational Testing Service in Princeton, New Jersey, completed a series of national surveys to review proposed changes in the NTE Commons Examinations. The survey was designed to tap varying perspectives on the proposed test content and its relationship to teacher education curricula and existing requirements for entry-level teaching positions of elementary and secondary school teachers. The three elements of the proposed test used in the survey were general knowledge, communication skills, and professional knowledge. The nationally sampled populations included deans of education, professional education faculty, English department heads, elementary and secondary level principals and teachers, student teachers, state and local boards of education, and school-based parent groups. A need for greater clarity in professional education and more weight on the processes than on the context of teaching were indicated. Items in the general education fields were generally acceptable, and communications skills were a high priority. Emphasis for all groups of respondents was on useful and job-related knowledge and skills needed by beginning teachers. Interpersonal skills were stressed in all areas. Responses revealed high expectations regarding teacher literacy and teacher awareness of current real life concerns. Sample questionnaires used in the survey are appended, along with tables containing the demographic and rating statistics of each response group. (JD)

ED 221 537 SP 021 103

Griffin, Gary A.

Staff Development.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-36p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, Educational Quality, Educational Trends, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Program Design, *Program Effectiveness, *Program Evaluation, Research Utilization, *Staff Development, Teacher Education Programs, Teacher Workshops

Selected research studies which have potential utility for and impact upon the conduct of staff development programs in school settings are reviewed in this paper. The context, assessment, content, and process of staff development programs are defined, and 27 validated studies are introduced and discussed. Trends in findings are noted, and gaps in research areas are identified. Eight elements of a suggested research-derived staff development program, which features participatory decision making, peer support, and responsive program planning, are outlined. An annotated bibliography of the 27 studies is appended. (FG)

ED 221 576 TM 820 605

Campbell, Patricia B. Brown, Mary V.
Survey on the Status of Educational Researchers.
American Educational Research Association, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 82
Grant-NIE-G-81-0001
Note-75p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Black Employment, *Educational Research, *Educational Researchers, Employed Women, *Employment Level, Minority Groups, Organizations (Groups), *Professional Recognition, *Racial Bias, *Sex Bias, Surveys

The participation and status of minority persons and women in educational research and development organizations and researchers' perceptions of inequitable treatment and effective responses to inequitability were examined in three surveys by the American Educational Research Association. These surveys were undertaken to remedy the lack of specific information on sex and ethnic differences. The first survey of research organizations found both women and minorities underrepresented, with women more apt to be part time workers or clustered in lower level full time jobs. Minorities were clustered at lower levels as well, but in the private nonteaching sector whereas women were in the public education sector. The survey of individual researchers found strong sex differences on most variables, with the differences always favoring men. Complex racial differences favored whites, but not with the consistency or degree shown in sex differences. Researchers' uses of work time and research funding showed no racial differences. Most inequitable treatment mentioned by minorities and women related to employment rather than professional activity. Self-selected individuals in the telephone survey indicated negative inequitable treatment but made few effective responses to the treatment. In their suggestions to increase equity, few had much hope of its effective achievement. (Author/CM)

Mann, Walter G., Jr.

A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands.

Office of Personnel Management, Washington, D.C.
Report No.-PRR-80-29
Pub Date-Sep 80
Note-86p.; Appendices contain small print that may not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Clerical Occupations, Evaluation Methods, Factor Analysis, Government Employees, *Job Analysis, *Job Placement, *Managerial Occupations, Questionnaires, Rating Scales
Identifiers-*Virgin Islands

This report demonstrates the feasibility of covering a large number of classes in a single study that has both classification and selection applications. A job analysis of clerical and administrative positions in the Government of the U.S. Virgin Islands was accomplished by means of a single questionnaire comprised of 264 items of the following types: 31 knowledge, 104 skill or ability, 99 activity, 15 job evaluation, and 15 biographical. A quantitative procedure utilizing activity data was developed to assure that positions are properly assigned to classes. Factor analysis of skill and ability ratings identified seven job domains that can be readily operationalized in the form of written or performance tests. The inferential leap from job analysis data to test content was minimized by including statements of test behavior in the questionnaire; moreover, the validity of subject-matter-expert ratings of skills and abilities was demonstrated by correlating them with time-spent ratings of work activities. A factor analysis of 15 job evaluation scales produced 2 factors (Scope and Complexity) that can be used to predict the grades of these types of positions. Selection and classification recommendations for the Virgin Islands and potential usefulness of the methodology for other jurisdictions are discussed. (Author)

ED 221 159 IR 010 230

Wilkinson, Gene L.

Media in Instruction: 60 Years of Research.

Association for Educational Communications and Technology, Washington, D.C.
Report No.-ISBN-0-89240-041-2
Pub Date-80
Note-51p.
Available from-Publications Office, Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, DC 20036 ($4.95, members; $5.95, nonmembers).
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Instruction, Computer Assisted Instruction, Cost Effectiveness, *Educational Media, Intermode Differences, *Learning Resources Centers, *Media Research, Programed Instruction, Research Needs, *Research Problems

This review considers two major areas research on educational media and research on school media centers (learning resource centers). Research reviewed in this report is limited to studies carried out in public school settings or that deal with issues of concern in public education. An introduction discusses the changing definition of instructional technology. More than half of the review is devoted to summarizing conclusions and discussing the history, directions, and limitations of research on educational media. The review emphasizes comparative media studies, focusing on motion pictures, television, still pictures, audio materials, programmed and computer-assisted instruction, multimedia instruction, and problems with comparative media studies. The economic evaluation of educational media and research on media attributes are also reviewed. Research on school media centers is divided into several topics for discussion: descriptive research, experimental research, media staffing studies, national standards for media programs, planning and evaluation of programs, and needed research. Finally, the paper briefly summarizes conclusions from media research reviews and ends with a 5-page list of references. (LMM)

ED 221 201 IR 010 376

Khosh-khui, Abolghasem Z.

Treatment of Persian Materials in the National Union Catalog.

Pub Date-May 76
Note-73p.; M.L.S. Thesis, Emporia State College, KS.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cataloging, Citations (References), *Classification, Comparative Analysis, Foreign Countries, *Subject Index Terms
Identifiers-Dewey Decimal Classification, *Iran, Library of Congress Classification, National Union Catalog, *Persia

This study investigates the treatment of Persian materials in the National Union Catalog (NUC) using Library of Congress (LC) subject headings. A history and review of the literature on cataloging, classification, and the NUC are provided, and a comparison is made of samples of Persian and American materials in order to determine whether the two are treated similarly. This comparison covers depth of subject indexing, number of added entries, and amount of bibliographical information provided for each title. Lists of the Persian and American subject headings used to select specific titles are given. In addition, information is presented on type of subjects found concerning Iran, location of Persian holdings in the United States and Canada, language distribution of Persian and American material, and percentage of publications written in English which have both Dewey Decimal and LC classifications. The cataloging of Persian material by these two methods is further analyzed. The major findings of the study suggest that Persian and American titles are treated approximately equally in LC subject classification and in the NUC, and that any differences found are due to the language of the material, which has an effect on determining classification numbers. Eleven tables and a 23-item bibliography are provided. (ESR)

ED 221 238 JC 820 410

Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-23 Jul 81

Note-167p.; Some pages may be marginally legible due to small size and lightness of print.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, *Community Colleges, *Federal Legislation, *Financial Support, Hearings, Institutional Characteristics, *Institutional Evaluation, Legal Problems, Two Year Colleges

Identifiers-Congress 97th, *Tribally Controlled Comm Coll Assist Act 1978

This report on the House of Representatives hearing on the Tribally Controlled Community College Assistance Act (Public Law 95-471), the major purpose of which is to provide grants for the operation and improvement of tribally controlled community colleges to insure the continued and expanded educational opportunities for Indian students, begins with the text of the 1978 Act and continues with an introductory statement by the House subcommittee chairman. Testimony and prepared statements follow on the operation and effects of the Act, the role of tribally controlled community colleges; institutional successes and problems; and the characteristics and accomplishments of specific institutions. Statements, and in some cases, responses to questions by subcommittee members, are provided by LeRoy Clifford, executive director, American Indian Higher Education Consortium; Joe McDonald, president, Salish-Kootenai Community College; Gerald Monette, president, Turtle Mountain Community College; Steve Baldy, president, D-Q University; Elgin Bad Wound, president, Oglala Sioux Community College; Lionel Bordeaux, president, Sinte Gleska Community College; Daniel Honahni, president, College of Ganado; and Dean Jackson, president, Navajo Community College. The House report also contains materials submitted for the record by participants and interested parties, including information on the demographics, finances, and programs of several colleges and a detailed statement from Michael Olivas on the operation and possible changes in the Act. An appendix provides the legislative history of the Act. (HB)

ED 221 256 JC 820 459

Arman, Hal D.

Community Colleges and Agricultural Education: Strategies for Serving a New Market.

Pub Date-13 Oct 82
Note-14p.; Paper presented at the Annual Conference of the National Council on Community Services and Continuing Education (Detroit, MI, October 10-13, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agricultural Education, *College Planning, Community Colleges, Community Surveys, Curriculum Development, *Educational Needs, Needs Assessment, *Program Development, Questionnaires, Rural Education, Two Year Colleges
Identifiers-*Delta College MI, *Educational Marketing

In this period of limited financial resources and educational manpower, community colleges can benefit from the application of strategic management techniques to determine how to use their resources most effectively while addressing community needs. At Delta College, this approach was adopted to assess community needs for agricultural programs and the college's potential for developing such programs. Faced with voter dissatisfaction with Delta's programs and national data indicating a need for agricultural training, Delta conducted an assessment of the educational needs of local farmers. The study revealed that short courses in areas such as crop disease, farm records, and insecticide and herbicide application were most needed; that local schools or community colleges were the preferred locations for classes; and that programs offered in concentrated time blocks were favored. An assessment of Delta's facilities indicated that the college had the resources to meet the expressed needs of the community. Based on this information, two courses were developed during the first year, a workshop on the agricultural uses of hydraulics and a week-long workshop on welding in farm settings. In the second year, programs were offered in diesel engine maintenance, data processing for farmers, and farm building construction. So far all classes have been well attended, and plans are being made to offer formal academic courses in agriculture in cooperation with Michigan State University. The survey instrument is appended. (HB)

ED 221 296 PS 013 069

Buescher, Thomas M.

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.

Wayne State Univ., Detroit, Mich. Coll. of Education.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-Aug 82

Grant-G008001014

Note-58p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Caregivers, *Day Care, *Delivery Systems, *Disabilities, *Inservice Teacher Education, Models, Participant Satisfaction, Preschool Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Training, Urban Youth

Identifiers-*Immersion Learning Project

As described in this final report, the Immersion Learning Project at Wayne State University investigated the advantages of two alternative approaches to providing long term inservice training in special education to those in urban preschool programs working with high-risk and/or handicapped young children. During the first year of program operation, training sessions held at a central location of the university were conducted by a variety of outside consultants hired to deal with preschool- and elementary-level teachers but not directly with any day care providers. In its second year of operation, the process was altered in two ways. First, one full-time consultant was actually assigned to each participating day-care center. Second, consultants were given a greater degree of flexibility in fashioning inservice activities to suit specific needs of each site, rather than the composite needs of all the programs. A variety of instruments, measures, and observations were utilized during the project's 2 years of operation to ascertain the effectiveness of the two approaches in increasing the knowledge and expertise of teachers and paraprofessionals. A detailed description of these measures, as well as a summary of activities conducted and effects noted in participant preschool programs during each of the 2 years of operation are included. The report provides recommendations for future implementation of the two inservice delivery systems and a final accounting of project expenses. (MP)

ED 221 316 RC 013 585

Emerson, L. J.

Rural Vocational Assessment: Lincoln County, Washington. Final Report.

Pub Date-Sep 80

Note-57p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cooperative Planning, *Cooperative Programs, Coordinators, Employment Projections, Energy Occupations, Financial Support, *High Schools, *Needs Assessment, Regional Cooperation, Rural Schools, Shared Services, *Small Schools, State School District Relationship, *Student Attitudes, *Vocational Education

Identifiers-Impact, School District Size, *Washington (Lincoln County)

Seven small rural school districts (averaging less than 100 high school students each) in Lincoln County, Washington, joined to perform a vocational assessment of their districts. All grade 9-12 students were mailed questionnaires; 520 surveys were mailed and 212 were returned. Only 26% of the students indicated that they were thoroughly familiar with their school's vocational education classes. While approximately 33% had pretty well decided which career or job they planned to pursue, 75% had partial or no knowledge of needed skills. Students were asked to select 3 areas that interested them most from 10 occupational cluster areas. The three highest responses were business and office (51%), home and family life (35%), and marketing (31%). Lincoln County's employment picture will soon change dramatically with construction of an electrical powerplant and opening of a large mine. Since additional vocational coordination is needed regardless of the projects, it is recommended that a full-time vocational director be employed on a cooperative basis to serve needs of participating districts. Since funding formulas work against small schools, additional funds must be obtained to support the vocational direction needed by the participating schools. Appendices include the survey, results, and interdistrict vocational cooperative documents. (BRR)

ED 221 335 RC 013 618

Lujan, Philip And Others

Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach.

Pub Date-12 Nov 79

Note-36p.; Paper presented at the Annual Convention of the Speech Communication Association (San Antonio, TX, November 12, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Education, *American Indians, *Classroom Communication, Classroom Environment, Classroom Observation Techniques, *College Students, *Cultural Influences, Higher Education, Longitudinal Studies, Peer Influence, Self Concept, *Student Attitudes, *Student Teacher Relationship

A longitudinal study which focused attention on communication behavior of Native American students and interrelated data from overcultural norms, teacher observations, and student reflections was begun during fall semester of 1977 and continued through 1978-79 academic year at the University of Oklahoma. All subjects were Native American students enrolled in communication or university college courses designed for Native Americans. Data were gathered by instructors recording and discussing patterns of behavior they observed and creating situations in which students could collectively and privately respond to questions and statements about their observed or otherwise alleged behavior. Results are discussed in three sections: the first describes sets of classroom communication behaviors of Native American students observed; the second provides a comparison of classroom behavior with communication behavior in a variety of non-classroom settings; and the final section presents data obtained from administration of the PRCA scale and correlates those results with other findings. Based on the analysis, Native American students are urged to make choices consciously, allowing the student to gain maturity to cope with peer pressure to remain Indian and institutional pressure to adopt Anglo values. For teachers, suggested instructional strategies include: review cultural bases of instructional techniques; utilization of small group techniques; and change of attitude toward Native American students. (ERB)

SE

ED 221 416 SO 014 047

Mead, Margaret

Six American Histories.

Education Service Center Region 2, Corpus Christi, Tex.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
Pub Date-Nov 81
Grant-G008005189
Note-293p.; Some pages may not reproduce clearly due to light print type throughout original document. Best copy available.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Black History, Elementary Secondary Education, *Ethnic Studies, *History, Jews, Mexican Americans, Polish Americans, Resource Materials, *Social Studies, State History, United States History
Identifiers-Czech Americans, German Americans, Holidays, Texas

Histories of Blacks, Czechs, Germans, Jews, Mexicans, and Poles are provided in this resource guide. The histories are intended as a major background resource to help instructional staff members of the 45 school systems in Education Service Center, Region II, Corpus Christi, Texas, integrate ethnic heritage studies materials into classroom instruction. The history of each group begins with a brief description of contributions, customs, and facts. A detailed narrative, which often quotes primary source materials, follows. The section on Black history contains a list of important dates. The sections on Blacks, Czechs, and Jews, in addition to describing the general histories of these groups, also discuss their histories and experiences in Texas. Also included in the guide are a calendar of ethnic holidays and a bibliography of additional resource materials. (RM)

ED 221 500 SP 020 985

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.

Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-136p.; For related documents, see SP 020 986-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.75; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Blacks, Cultural Differences, Elementary Education, *Females, Hispanic Americans, Learning Activities, *Lesson Plans, *Minority Groups, Multicultural Education, *Racial Bias, Resource Units, *Sex Bias, Sex Fairness, Social Discrimination, Stereotypes, Womens Studies

This curriculum guide, designed by elementary school teachers from the Minnesota school districts of Roseville and St. Paul, helps students to understand the status, needs, and contributions of minority group women: American Indian; Asian American; black; and Hispanic. The guide is intended for use by elementary grade teachers to integrate relevant aspects of the history, culture, and contributions of minority group women into existing classroom curricula. Lessons in this curriculum guide are divided according to key concepts: similarities and differences between people, stereotyping, and discrimination. Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and names of teachers who developed the lessons are listed. The minority female group taught about in the lesson is indicated, and major ideas and organizational themes are provided. A summary of each lesson provides teachers with a statement of content emphasis. Specific behavioral objectives are listed along with teaching procedures and activities designed to help students achieve the objectives. This section on teaching procedures and activities provides discussion questions, worksheets, and ideas. To evaluate the effectiveness of these activities, wrap-up activities are provided. A listing of books, articles, and other materials needed for each lesson is included in the resource section following each lesson plan. (JD)

ED 221 616 UD 022 498

Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-80-0107-A-10
Note-47p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Development, *Educational Research, *Females, Graduate Students, Higher Education, Institutional Cooperation, *Internship Programs, Management Development, *Minority Groups, Professional Training, Program Effectiveness, Program Evaluation, *Research Skills, *Skill Development
Identifiers-*Research and Development, Southwest Educational Development Laboratory

The Individualized Internship Project of the Southwest Educational Development Laboratory (SEDL) aims to promote the participation and advancement of promising young professional women and minorities in the area of Educational Research and Development (ERD). Five interns from minority backgrounds participated in the program in 1980-81, during which they engaged in a variety of ERD experiences while simultaneously pursuing the requirements for the doctorate in their respective areas of specialization. The program consisted of three components: (1) personal development, which provided technical knowledge, skills, and practical experience in ERD inside and outside the traditional educational system, and provided opportunities for interns to complete their degree programs; (2) institutional liaison, which placed the interns in individual projects and maintained liaison with current and prospective institutional employers of the interns; and (3) documentation of each intern's progress. At the end of the year-long program, the interns assessed their program experiences using evaluation instruments on which they indicated (1) the extent to which they perceived their individual program goals as having been accomplished; (2) the extent to which they felt stated SEDL program objectives were attained; and (3) the specific ERD skills that they felt they needed to develop further after having participated in the program. (Author/MJL)

ED 221 180 IR 010 351

Axtmann, Margaret Maes

Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.

Pub Date-Apr 82
Note-15p.; Paper presented at the Palinet Workshop on OCLC Acquisitions (September 16, 1981), updated in April 1982.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Costs, Dial Access Information Systems, Information Networks, Input Output Devices, *Law Libraries, *Library Acquisition, *Library Automation, *Library Networks, Library Technical Processes, Online Systems, *Program Evaluation, Recordkeeping
Identifiers-*National Center for State Courts, *OCLC

Based on the experiences of the National Center for State Courts (NCSC) library in employing dial access to the Online Computer Library Center (OCLC) Acquisition Subsystem (ACQS), this paper presents an overview of dial access systems as an alternative to the use of OCLC dedicated terminals. Dial access into online systems is briefly described, the considerations that go into the automation of a library's acquisition system are reviewed, acquisition problems at NCSC are discussed, NCSC staff expectations of the OCLC ACQS system are described, the advantages of dial access to ACQS are detailed, and recommendations for the improvement of dial access use of ACQS are made. The positive effects of the use of ACQS at NCSC are also discussed, as are the overall responses of the NCSC staff to ACQS. (Author/JL)

ED 221 276 PS 013 046

Annotated Directory of Exemplary Family Based Programs. Revised Edition.
Iowa Univ., Oakdale. School of Social Work.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date-82
Grant-DHHS-90-CW-659/01
Note-46p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Programs, Community Resources, *Demonstration Programs, Early Childhood Education, *Family Programs, *Home Programs, Resource Materials, *Social Services

Compiled as a project of the National Resource Center on Family Based Services, this document contains an annotated directory of a representative listing of family-based services existing in 24 of the United States. (Family-based service programs provide humane, quality and cost-efficient services to families in the least restrictive environment, saving family members from often painful and counterproductive separation.) Listings are made alphabetically by state, and a contact person, address, and telephone number are listed for each program. (MP)

ED 221 557 TM 820 578

Burstein, Leigh

Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-R-173
Pub Date-81
Note-48p.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, Educational Change, *Group Membership, *Instructional Innovation, Models, *Program Evaluation, Research Design, *Research Methodology, Research Problems, School Organization, Social Structure, *Student Development
Identifiers-Planned Variation, Project Follow Through, Project Head Start

Research on school reform efforts and program evaluation and the recognition that individual students are in constant transition and are members of multiple groups whose dynamics differ over the duration of schooling were examined. A conceptual framework for developing design and analysis strategies for investigating educational reform efforts is described. A research strategy of examining educational processes and effects generated by reform programs on outcomes is discussed. A setting in which several well-defined programs of early education are implemented in multiple sites for a period of several years is examined. Suggested investigation criteria in research and evaluation in school reform include: (1) identification of interactive effects of program types with types of students; (2) the relation of educational processes to performance and program definition to processes; (3) the degree of program implementation precepts in relation to estimates of program impact; (4) group composition and student role effects on individual opportunities and behavior; and (5) students' class to class transitions and program/non-program participation needs to determine discontinuities in instructional and social experiences for educational performance. (CM)

ED 221 142 HE 015 494

Taylor, Elizabeth And Others

Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-SMG-11

Pub Date-82

Note-22p.

Available from-Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA, England.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, *Educational Benefits, *Expectation, *External Degree Programs, Foreign Countries, Higher Education, *Introductory Courses, Nontraditional Students, Open Universities, *Social Sciences, *Student Attitudes, Student Needs, Study Skills, Teaching Methods

Identifiers-*Open University (Great Britain)

Students were surveyed to determine the outcomes of participation in an introductory social science course at the Open University (England). The 18 students were taking their first Open University course, and most had little recent formal education. Many were unsure about their ability to handle the course and did not know what to expect of it. Some were surprised at the breadth of course content, others at the lack of contact with other students and lack of formal tutoring. Some wanted more direction; others wanted less. The concept of learning as an assimilation of pieces of information was unfamiliar to some, and that process had to be learned also. Student preferences seemed divided into two groups: those who liked the economics and disliked the sociology, and those who liked sociology and disliked economics. Students' perceived gains included knowledge of the subject areas, perspective on society, growth of skepticism, a broadening of awareness, perception of changes within oneself, and orientation to studying. Notes on the method of conducting student interviews are appended. (MSE)

ED 221 356 SE 039 102

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.

State Univ. of New York, Albany. School of Education.

Pub Date-21 May 82

Note-39p.

Available from-The Institute for School Development, State University of New York at Albany, 135 Western Avenue, Husted 211, Albany, NY, 12222 ($3.50).

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cooperative Programs, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Higher Education, Industry, *Mathematics Education, *Mathematics Teachers, *School Business Relationship, *Science Education, *Science Teachers, Secondary School Mathematics, Secondary School Science, Teacher Education, Teacher Recruitment, *Teacher Shortage

Identifiers-New York

The symposium whose proceedings are included in this document was designed to inform diverse segments of society of the catastrophic decline in the supply of mathematics and science teachers. It was also seen as a first step in a continuing dialogue among educators, legislators, and corporate executives in New York State. The symposium was, thus, structured as a lighthouse'' endeavor focusing on sensitizing the non-education community, in particular, high-technology industry, to a situation which will have enormous, deleterious effects on their ability to expand, to modernize, and to reap the rewards of technological advancement. Issues/topics discussed include: (1) myths about the mathematics/science teacher shortage (pay teachers more and shortage will disappear, retraining is the answer, talented people will be unaffected by inadequate/inappropriate instruction in foundation courses of science and mathematics); (2) data on the extent of the shortage; and (3) Regent's initiatives, including a proposal of a joint business/industry/education effort to enable capable high school students to enroll in collegiate programs preparing them for teaching in elementary/secondary schools for 3 years and then to enter positions in business and industry. Twenty recommendations from three working groups are also reported. (Author/JN)

ED 221 377 SE 039 136

Brown, Lester R.

U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51.

Worldwatch Inst., Washington, D.C.
Report No.-ISBN-0-916468-51-8
Pub Date-Oct 82
Note-48p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (single copy $2.00, 2-10 copies $1.50 ea., 11-50 copies $1.25 ea., 51 or more copies $1.00 ea.).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Production, *Agricultural Trends, *Agriculture, Economic Factors, *Exports, *Food, Foreign Countries, Government Role, International Relations
Identifiers-Imports, *United States, *USSR

Analysts of U.S.-Soviet balance of power usually focus on relative military strength. But other factors determine a country's overall power and influence. Among the most basic is a country's capacity to feed its people. By this measure the Soviet Union appears to be in deep trouble. Massive spending has increased Soviet military strength in recent years, but the country has become weaker agriculturally. While the two superpowers now appear roughly equal in military strength, the advantage in agriculture has shifted dramatically toward the United States. The U.S. exportable food surplus is climbing, while Soviet dependence on food imports is growing. The dramatic shift in the agricultural balance of power between the two countries has been decades in the making, but contrasting food surpluses/deficits have been highly visible only in the last decade or so. As deterioration of Soviet agriculture continues, the need to import food will become even greater. The relationship between

grain flow from the United States to the Soviet Union constitutes a new economic tie between the two countries, one that could eventually transform their political relations as well. (JN)

ED 221 397 SE 039 209

Carnegie, John W.
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Jul 82
Grant-EPA-900953010
Note-21p.; For related document, see SE 039 212.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-Rise Time Test

The rise time test (along with the settleometer procedure) is used to monitor sludge behavior in the secondary clarifier of an activated sludge system. The test monitors the effect of the nitrification/denitrification process and aids the operator in determining optimum clarifier sludge detention time and, to some extent, optimum degree of oxidation in the aeration basin. Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module provides waste water treatment plant operators with the basic skills and information needed to: (1) run and evaluate the test for sludge rise time; (2) record data; and (3) describe how nitrification/denitrification affects sludge rise time. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, laboratory procedures, and worksheet. (Author/JN)

ED 221 436 SO 014 261

Baumgartner-Papageorgiou, Alice

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.

Colorado Univ., Denver. Inst. for Equality in Education.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Sep 82
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Females, *Males, *Sex Role, *Sex Stereotypes, Social Science Research, *Student Attitudes

Results of a survey of 3rd through 12th grade students illustrate that the majority perceive traditional sex roles as their only choice. The sample consisted of approximately 2,000 students in both large metropolitan districts and smaller rural districts throughout Colorado. Participants were asked to respond to a single question: If you woke up tomorrow and discovered that you were a (girl) (boy), how would your life be different? Several underlying themes emerged from the responses. For example, females learn that it is best not to work outside the home, but if one does, one should choose from a limited number of career options. They learn that their most valuable asset is their appearance and that they should be dependent, compliant, and fearful. Males are taught that females are to be treated as sex objects; that males should be independent, competitive, and aggressive; and that their activities are less restricted than females. Both sexes tend to avoid nontraditional courses and extracurricular activities. Educators interested in addressing these issues should contact committees organized under Title IX education amendments, parents' organizations, and sex equity teams. (KC)

Fairweather, Malcolm

The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs.

Pub Date-Sep 82
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Educational Change, Educational Needs, *Faculty Development, *Geography Instruction, Higher Education, *Teacher Improvement, *Undergraduate Study

An emphasis on improving the teaching of geography at the undergraduate level can result in an increase in geography majors at both undergraduate and graduate levels. Therefore, the discipline must develop and disseminate new approaches to teaching geography and must supply current information to faculty. Since the first contact many students have with geography is at the introductory level, these courses should be staffed with the most effective teachers, who should emphasize the nature and scope of geography. Departmental awards should include those for teaching as well as for research and departments should develop more precise mechanisms for measuring the caliber of instruction. Further, geography departments must be open to helping students and be active in campus affairs. Geographers who are aware of the needs of students, the job market, and the changing orientation of the discipline should look forward to retraining themselves to keep abreast of the times. Thus, with a renewed emphasis on teaching, geographers can impart the skills and knowledge needed to expand the discipline. (KC)

SP

ED 221 480 SP 020 523

Smith, Nathan J.

Salt, Water, and Athletes.

Pub Date-82

Note-6p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Athletes, Athletics, *Body Weight, *Exercise Physiology, Human Body, Human Factors Engineering, *Metabolism, *Nutrition, Physical Activity Level, *Physical Fitness, *Water

Identifiers-Dehydration, Sports Medicine

Good nutrition for athletes demands plenty of water, since water is essential to such vital functions as muscle reactions. Dehydration can result from jet travel as well as from exercise and heat, making it a danger to traveling athletic teams. To avoid dehydration, water needs should be monitored by frequent weighing, and a clean water supply must be constantly available during competition. Heat disorders can result from failure to ingest and dissipate bodily fluids, often a problem for obese athletes early in practice sessions. Emergencies can be avoided by conducting preparticipation exams, allowing gradual acclimatization to exercise, and by weighing before and after practice sessions to determine average weight and water loss. Differences of opinion exist about the amount of salt needed by competitive athletes, but if regular meals and sufficient water is supplied, salt tablets and Gator-Aide-type drinks are not needed. (FG)

ED 221 538 SP 021 104

Rosenshine, Barak

Teaching Functions in Instructional Programs.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-40p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Elementary Secondary Education, Feedback, Improvement Programs, *Instructional Improvement, *Program Effectiveness, Reinforcement, Teacher Behavior, *Teacher Effectiveness, *Teaching Methods, Time on Task, *Validated Programs

Successful experimental programs, in which teachers have been trained to increase their students' academic achievement, were analyzed to identify common teacher functions. Six recent studies in which teachers implemented training and in which students had higher achievement were examined. Conclusions drawn from the analysis include: (1) Students taught with structured curricula do better than those taught with individualized or discovery learning approaches; and (2) Students who received their instruction directly from the teacher achieved more than those expected to learn new material or skills on their own or from each other. A list of specific teaching functions that promote learning was developed from this study: (1) daily reviewing, checking previous day's work, reteaching if necessary, and checking homework; (2) providing overviews in new content/skills, proceeding in small steps (but at a rapid pace if necessary), giving detailed or redundant instructions and explanations, and phasing in new skills while old skills are being mastered; (3) high frequency of questions and overt student practice, prompting during initial learning, and feedback allowing student response; (4) giving feedback and correctives, recyling instruction if necessary, and making corrections by simplifying questions, giving clues, explaining, and reviewing; (5) providing time for independent practice and seatwork until students are sure of material; and (6) providing weekly and monthly reviews and reteaching if necessary. (JD)

ED 221 577 TM 820 606

Fleming, Margaret And Others

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.

Cleveland Public Schools, Ohio.
Pub Date-Mar 82
Note-75p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees, *Compliance (Legal), *Court Litigation, Criterion Referenced Tests, Culture Fair Tests, *Desegregation Plans, Elementary Secondary Education, Equal Education, Inservice Teacher Education, *School Districts, Standardized Tests, Teacher Made Tests, *Test Bias, Test Construction, Testing Programs, *Test Use
Identifiers-*Cleveland Public Schools OH

Court ordered desegregation introduces significant requirements for school districts' testing programs. The Remedial Order in effect in Cleveland, Ohio (Reed vs. Rhodes) cautions defendants that they must insure that all tests, whether standardized, criterion-referenced, or teacher-made are developed, administered, and scored in a nondiscriminatory manner.'' The court mandate includes teacher-made tests as well as standardized tests. A compliance plan must ensure that standardized and classroom tests be used in a nondiscriminatory manner. Bias in instruments and testing procedures must also be monitored at all levels. The Cleveland School District developed a compliance plan which includes a Test Review Committee to select and monitor the testing program, staff development programs using task-relevant materials and peer teams to demonstrate diagnostic use of standardized tests, validated slide-tape packages and hands-on materials to train teachers to improve classroom tests, and student diagnostic profiles together with individualized narratives to facilitate dissemination of results to students and parents. For each component, a description of service, delivery procedure, and assessment findings is discussed. First year assessment supports the plan's feasibility and effectiveness in fulfilling the letter and spirit of the desegregation order. (Author/CM)

ED 221 597 TM 820 635

Huitt, William G. And Others

Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Administrators, *Classroom Environment, Course Content, Data Analysis, Data Collection, *Evaluation Methods, *Instructional Improvement, Student Behavior, *Student Evaluation, Success, *Teacher Effectiveness, Time on Task

Methods and procedures were developed for monitoring and evaluating classrooms on critical dimensions derived from process-product research. The evaluation process for each of these student behaviors, related to improving academic achievement, is described. The dimensions include student engaged time, which is a product of allocated time and engagement rate; content coverage, including prior learning and instructional overlap; and success rate, including such aspects of student academic success as success on daily work and success on topic tests. Procedures for evaluating the effectiveness of improvement strategies over time are described. A variables management strategy called the instructional improvement cycle was adopted to assist teachers and administrators in making decisions. This strategy assumes that student achievement is more likely to increase if classrooms are at appropriate levels on student engaged time, content coverage, and success rate. The necessity for formal data collection in monitoring critical student behaviors and in meeting requirements of accountability and effective performance is discussed. (DWH)

ED 221 634 UD 022 528

Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982.

Huntington Associates, Inc., New York, N.Y.

Pub Date-Mar 82

Note-55p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Business Responsibility, *Community Programs, *Cooperative Programs, Employment Opportunities, Federal Aid, Government Role, *High Risk Persons, High Risk Students, Individual Characteristics, Nontraditional Education, Private Financial Support, Program Effectiveness, Public Policy, School Community Relationship, Secondary Education, *Youth, *Youth Employment, *Youth Programs

Identifiers-New York (New York)

This report presents graphic and textual information to describe the unemployment problem among New York City's youth at risk, and to explore what might be done to alleviate the problem. Youth at risk are identified as the group of young people (aged 14 to 19) who are functionally illiterate and lack skills for employment. These young people, who are said to be alienated and prone to crime, reportedly comprise 20 percent of New York City's total youth population, a proportion that is expected to double in 5 years. Effective current programs for this group are then examined for the elements that are thought to be responsible for program success in providing education and employment for participants. Eleven elements of success are identified as suitable criteria for deciding how to allocate limited resources to programs. At the same time, impediments to the success of community-based programs are investigated. An assessment of current activities and roles of private foundations, the business sector, and public agencies concerned with the issues and problems of youth at risk provides the basis for the subsequent discussion of possible

collaborative efforts between public and private sectors to address the educational and unemployment problems of these youths. (MJL)

ED 221 126 HE 015 472

Hill, Susan And Others
Characteristics of Women Postsecondary Students.
National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-317
Pub Date-Nov 81
Note-23p.
Available from-Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *College Students, Comparative Analysis, *Continuation Students, Dependents, Economically Disadvantaged, Enrollment Trends, Family Characteristics, Females, *Income, Low Income Groups, Males, *Postsecondary Education, Salary Wage Differentials, Self Supporting Students, *Sex Differences, Student Attrition, Student Characteristics, Student Employment, *Womens Education
Identifiers-*Survey of Income and Education

The status of women enrolled in collegiate and noncollegiate schools in spring 1976 and social and economic characteristics of these students are examined, based on data from the U.S. Census Bureau's 1976 Survey of Income and Education. For students who were dependents, information is presented on their families. Findings include the following: over 5 million women were enrolled in college in spring 1976, and they comprised 45 percent of the total college enrollment; the economic and social characteristics of women and men college students were very similar; women had about the same rates as men for being financially dependent on their parents, working while attending school, and attending college but not completing 4 years; 60 percent of all women students and 56 percent of all men students attended college full time; enrollment rates for women and men were similar except in the age bracket 22 to 34 years, in which a smaller proportion of women were enrolled in college; a larger proportion of women independent college students were in the highest income category compared with men independent college students; 8 percent of women independent college students and 4 percent of men independent college students were living below the poverty level; among those independent full-time undergraduate students who worked, women earned less during the year than men; nearly one and a half million women 16 years old and over were enrolled in noncollegiate schools; and 16 percent of women independent noncollegiate students were living below the poverty level, double the proportion of men independent noncollegiate students. (SW)

ED 221 220 IR 010 395

Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.

National Coll. of Education, Evanston, Ill.
Pub Date-Feb 82
Note-73p.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries, Annotated Bibliographies, Check Lists, External Degree Programs, Higher Education, Independent Study, Information Retrieval, *Information Seeking, Instructional Materials, *Library Instruction, Library Services, *Nontraditional Students, *Online Systems, *Reference Materials, Schools of Education
Identifiers-Extended Campus Library Services, Library Users

This self-instructional library module is the textbook used in a 4-hour library instruction course for field-based students of the National College of Education. The field program involves instruction sessions in local libraries, instructor-assisted online reference searching, and document delivery to field-based students working on a comprehensive research paper. The first part of the module itself includes an introduction; a schedule of activities; a glossary of terms; an outline of the library research process; a discussion of choosing a local library for research; a list of Chicago-area libraries with notations as to availability of ERIC microfiche and government document collections; and guidelines on using the library, the general search process, online computer searches, and manual searches for information in books, the journal literature, and ERIC documents. The second part of the manual provides an annotated listing of 47 basic library reference tools including sources of general, business, education, funding, grant, nursing, and social science information. The date and subject coverage of each reference work and an indication of its online availability are given. (Author/ESR)

ED 221 257 JC 820 463

Transfer, Honors and Excellence: Six Districts Spotlighted.
Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date-82
Note-6p.
Journal Cit-CSCC Bulletin; n6 1982
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted, *Community Colleges, Educational Benefits, Enrichment Activities, *Honors Curriculum, Multicampus Districts, Program Descriptions, Teacher Role, Two Year Colleges

Brief descriptions are provided of the honors programs offered at six community college districts. After an introductory discussion of the benefits, goals, and elements of honors programs, spotlighted programs are described, with some variation, in terms of activities, admissions requirements, academic standards, faculty involvement, association with honors societies, and length of experience with these efforts. Descriptive information is provided on: (1) Wright College's (Chicago) Dean's Scholar Program, which features a total honors block program, special counseling, and an English honors program; (2) Loop College's (Chicago) Advanced Arts and Sciences Program, which utilizes specially designated courses, extra honors activities, and an innovative approach to transfer; (3) Richland College's (Dallas) accelerated and interdisciplinary courses, special science laboratories, and self-directed study courses; (4) Mountain View College's (Dallas) program integrating interdisciplinary courses with an outside speaker series; (5) West Los Angeles College's program involving a core of general education courses, interdisciplinary study, and special projects; (6) Maricopa County Community College District's program of honors sections, courses, and forums emphasizing preparation for transfer; (7) Miami-Dade Community College's special sections, interdisciplinary courses, faculty mentors, and special enrichment activities; and (8) St. Louis Community College at Forest Park's special contract system for awarding honors certification. (HB)

McNamee, Abigail Stahl, Ed. And Others
Children & Stress: Helping Children Cope.
Association for Childhood Education International, Washington, D.C.
Report No.-ISBN-0-87173-098-7
Pub Date-82
Note-83p.
Available from-ACEI Publications, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (Paper, $6.00 plus 10% postage/handling. No orders billed under $10).
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Abuse, *Children, Classroom Environment, *Coping, Death, Divorce, *Emotional Response, Hospitalized Children, Intervention, Learning Disabilities, Mass Media Effects, *Parent Role, Self Concept, Siblings, *Stress Variables, *Teacher Role, War
Identifiers-Natural Disasters

Written by professional psychologists, the 10 articles collected in this bulletin focus on stressful experiences that, when inappropriately responded to, can result in developmental problems for children. Stress factors are conceptualized as being either direct or indirect, or internal or external. Articles are organized in terms of these four dimensions. Two of the articles discuss direct, internal factors associated with stress: organically based learning disabilities and children's self-defeating misperceptions of self and others. Seven articles focus on direct, external stress factors, including hospitalization, death, divorce, child abuse, birth or adoption of a sibling, school problems, and disastrous international and natural events. The remaining article, examining a type of indirect, external stress, indicates developmental stress points associated with increasing levels of exposure to media. Generally, all 10 articles, as well as the introduction, attempt to present the specific nature of the stress factor discussed, describe children's perceptions of and reactions to specific stressful life experiences, and delineate internal and external resources available for helping children cope with stress. Frequently, specific suggestions for intervention are provided for parents and teachers. (RH)

ED 221 317 RC 013 586

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.

Corwith-Wesley Community School District, Corwith, IA.; Lu Verne Community School District, IA.
Pub Date-Mar 82
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Boards of Education, Cost Effectiveness, Courses, Declining Enrollment, Elementary Secondary Education, Extracurricular Activities, *High Schools, *School District Reorganization, *Shared Facilities, *Shared Services, *Small Schools, State Legislation, State School District Relationship
Identifiers-*Corwith Wesley Community School District IA, *Lu Verne Community School District IA

Faced with declining enrollments and increased costs, Iowa's Corwith-Wesley and Lu Verne School Districts are seeking solution through utilizing provisions of the Iowa Code which allow for co-curricular sharing and dissolution of one school district with attachment to another. Beginning in 1980-81, the two small districts are sending grades 7-9 to the Lu Verne building and grades 10-12 to the Corwith building. There is total academic sharing, including band and chorus activities. The two boards of education meet jointly every other month. The only thing remaining to be put together is the co-curricular program. A comparison of staff costs between separate and shared programs shows a savings of $137,381. The document includes relevant Iowa regulations, community-examined alternative solutions, a table of September 1979 K-12 enrollments (Lu Verne, 180 students; Corwith-Wesley, 308), and comparisons of budget growth for sharing and pupil transportation costs. Results of a Corwith survey show public sentiment for various alternatives. Also included are the enabling resolution and contract for the boards of education. Course offerings at the combined high school are provided with their 1981-82 enrollments. A list of witnesses and documents and the principal's statement for the hearing on co-curricular sharing conclude the document. (BRR)

ED 221 519 SP 021 046

Rif, Agnete

Physical Education and Sport in the Danish Schools.

Ministry of Education, Copenhagen (Denmark).

Pub Date- 82

Note-25p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics, *Educational Objectives, Elementary Secondary Education, Foreign Countries, *Physical Education, *Physical Education Teachers, Physical Fitness, *Program Content, Teacher Education, Teaching Methods

Identifiers-*Denmark

This pamphlet presents an overview of the teaching of physical education in Danish elementary and secondary schools. Information is provided on: (1) the Danish school system; (2) instructional objectives for physical education at the elementary and secondary levels; (3) the training of physical education teachers (duration, teaching competencies and certification requirements); (4) the facilities and organization of school sports; (5) the role of physical education advisors; and (6) syllabus guidelines for physical education instruction in the schools. (JD)

ED 221 160 IR 010 234

Tuscher, Leroy J.

School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date-Oct 81
Note-116p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Developmental Disabilities, *Electronic Equipment, Elementary Education, Emotional Disturbances, Input Output Devices, Inservice Teacher Education, Learning Disabilities, *Learning Modules, *Mainstreaming, Physical Disabilities, *Production Techniques, Programed Instructional Materials, Videotape Cassettes
Identifiers-*Two Way Television

The primary objective of this project was to increase the knowledge of individuals concerned with the needs of the developmentally disabled by developing and delivering inservice training activities for regular'' education personnel. This was accomplished by designing and implementing a set of individualized, interactive videocassette training modules which concentrated on a set of factors having the potential to contribute to the social integration of handicapped youngsters into the mainstream of schooling, and to sensitize educators to the handicapped child and various handicapping conditions. The outcomes of this project were threefold: educators acquired an understanding of the problems of the social integration of handicapped children and knowledge of the implications of the various handicapping conditions; the training modules were provided at the location or site of employment; and the training program demonstrated the efficiency and effectiveness of an alternative instructional delivery system utilizing recent technological innovations in interactive television. Appendices include a review of more than 30 films, filmstrips, slide/tape programs, and videotapes with information on the source, handicapping conditions presented, implications for learning, classroom strategies, factors inhibiting or enhancing socialization, and possible achievement levels; documentation of copyright agreements; a detailed description of the production methods used; pretests and posttests used in conjunction with the videocassettes; and segment tests for the video responder. (Author/LMM)

ED 221 181　　　　　　　　　　　　　　　　　　　　IR 010 352

Way, Flo

Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.

Pub Date-82

Note-18p.; For related document, see ED 071 268.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, Disadvantaged Youth, Elementary Secondary Education, Language Experience Approach, *Program Evaluation, Reading Ability, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Programs, Remedial Programs, *Remedial Reading, Vocabulary Development, Vocabulary Skills

Identifiers-Elementary Secondary Education Act Title III

This revised evaluation supplement to the DOVACK Method for Teaching Reading Project Report'' corrects errors in the report's original evaluation supplement with respect to the results of the 72-day and 108-day DOVACK Random Sample Vocabulary Recognition Tests employed to measure the effectiveness of DOVACK as a language experience instructional system, contains an updated description of the DOVACK system which indicates the improvements made possible through better computer support, and includes an expanded list of references on the development and application of the DOVACK system. (Author/JL)

ED 221 202 IR 010 377

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic National Library of Australia, Canberra.
Report No.-ISBN-0-642-99149-9

Pub Date-79
Note-214p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600 ($5.75).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Foreign Countries, Interlibrary Loans, *Library Cooperation, *Library Networks, Library Planning, Library Role, Library Services, *National Libraries, Questionnaires, Regional Programs, *Shared Services
Identifiers-*Asia, Library Administrators, *Oceania

The proceedings of this 1979 conference on library cooperation begin with proposals for the promotion of resource sharing among the national libraries of Asia and Oceania, the text of a policy statement on the role of national and international systems as approved at a 1976 meeting of directors of national libraries held in Lausanne, and a summary listing of replies to a 1978 questionnaire prepared by the National Library of Australia on the range of responsibilities of national libraries throughout the world. Addresses presented at the conference are organized by geographical area as follows: (1) three East Asia papers from representatives of the national libraries of China, Japan, and Australia. (D.Z. Gang, M. Kishida, and T. Satoh); (2) a West Asia paper from Jordan (K. Asali); (3) three South Asia papers from Bangladesh, India, and Pakistan (K. M. Karim, R. K. Das Gupta, and N. Begg); (4) five south East Asia papers from Indonesia, Malaysia, the Philippines, Singapore, and Thailand (M. H. Prakoso, D. E. K. Wijasuriya, S. Quiason, Y.-L. Wicks, and K. Gesmankit); (5) four Oceania papers from Australia, Fiji, New Zealand, and Papua New Guinea (G. Chandler, K. L. Jinna, M. Ronnie, and J. Yocklunn); and (6) four European papers from librarians or directors of libraries in Finland, Italy, Norway, and Poland (E. Hakli, L. Mancusi, G. Munthe, and W. Stankiewicz). Presentations range from brief addresses on library cooperation in the Pacific Community to descriptive reports on the history and services of a particular national library. (ESR)

ED 221 239 JC 820 427

Martin, Donald Martin, Maggie

The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.

Pub Date-Oct 80
Note-13p.; Paper presented at the Texas Personnel and Guidance Conference (El Paso, TX, October, 1980) and at the Oklahoma Personnel and Guidance Conference (Oklahoma City, OK, October, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Counseling Effectiveness, *Counselor Role, *Counselor Teacher Cooperation, *Developmental Studies Programs, *High Risk Students, *Remedial Programs, Remedial Teachers, Two Year Colleges, Two Year College Students
Identifiers-*Texas, *Virginia

When remedial/developmental programs at community colleges are examined on a national level, four areas of concern are apparent: (1) administrators frequently fail to provide the funding and personnel necessary to meet the needs of a diverse student population; (2) instructors are often intellectually and culturally unprepared to teach developmental students; (3) counselor involvement is often limited to placement activities; and (4) over 50% of developmental students drop out or fail before graduation, but are rarely asked why. Given the background, experience, and problems of developmental students, counselors can play an important role in their search for personal worth, confidence, and self-esteem. In addition to participation in placement, counselors should be involved in personal counseling, group activities and workshops, and in-service teacher training and consultation. However, if counseling services are to be increased in developmental studies programs, care must be taken to provide for a solid curriculum, adequate resources, thorough follow-up and evaluation procedures, and faculty and counselor training and commitment. As examples of two distinct approaches to counselor involvement in developmental education, this paper includes brief discussions of compensatory education in Virginia, where counselors are only minimally involved in promoting student adjustment and in teacher assistance, and in Texas, where counselor involvement in ongoing. (KL)

ED 221 297 PS 013 070

Kamii, Constance

Constructivist Education: A Direction for the Twenty-First Century.

Pub Date-14 Jan 82
Note-15p.; Paper presented at lecture given in celebration of the 10th Anniversary of Circle Children's Center (Chicago, IL, January 14, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, Early Childhood Education, Educational Change, Educational Innovation, Educational Objectives, Educational Practices, Educational Principles, *Learning Processes, Nontraditional Education, *Teacher Role
Identifiers-*Autonomy (Personal), *Constructivism, Piagetian Theory

In the first of this presentation's two parts, an attempt is made to clarify the meaning of constructivist education, an approach based on a theory which explains learning as a process of construction from within the individual, rather than one of internalization or absorption from the environment. In the second part, a personal view of why constructivist education is a likely direction for education in the 21st century is offered. Some of the assumptions surrounding the concept of constructivist education include the notions that children naturally construct knowledge by putting things into relationships, and that their knowledge is constructed as an interelated whole, is not compartmentalized into subject matters, and advances only within the constraints of developmental levels. The aim of constructivist education is personal autonomy, a state defined as being governed by oneself and including, ultimately, the ability to think logically at the formal operational level. Autonomy as the aim of education implies the need to rethink everything done in the name of education. Constructivist teaching, the most difficult kind ever invented, requires educators to change their entire way of thinking about themselves as well as their teaching methods. Although there is a growing constituency of teachers advocating autonomy as the aim of education, it is likely that two or more generations of teachers must retire before a change to constructivist education becomes possible. (RH)

ED 221 336 SE 035 006

LeBlanc, John F. And Others

Numeration. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.

Report No.-ISBN-0-201-14606-1
Pub Date-76
Grant-NSF-GY-9293
Note-136p.; For related documents, see SE 035 007-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, *Mathematics Instruction, *Number Concepts, Numbers, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program, *Numeration Tasks

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to the basic number work in the elementary school. In addition to an introduction to the unit, the text has sections on numbers, numerals, and numeration (ancient to modern systems), using materials to work in bases other than 10, numeration in the elementary school, and diagnostic and remedial work in numeration. (MP)

Nelson, Jack L.

Disciplines, Disciples, and Ideology in Social Education.

Pub Date-3 Jun 82
Note-14p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (East Lansing, MI, June 3, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Needs, *Educational Principles, Elementary Secondary Education, Higher Education, *Intellectual Disciplines, *Social Sciences, *Social Studies

The evolution of social knowledge into the social science disciplines has stilted intellectual activity; moreover, social education perpetuates these disciplines without critically examining the bases of their existence. Although the most widely accepted criteria for determining a discipline is that it have a structure of basic principles and a specific mode of inquiry, the standard attempts to define a social science discipline result only in descriptive statements of what the disciples'' do and what exclusive language they use. For example, most definitions of the social sciences envelope the content of other fields. History, anthropology, geography, sociology, psychology, political science, and economics all endeavor to examine the actions of humans; none have unique structures of knowledge or modes of inquiry. The implications for social education are great. The current dominant social mentality is functionalist; it operates to preserve and protect the established social order. This functionalist ideology is expressed in social studies curricula and texts and in the social sciences themselves. The social studies curriculum assumes that the disciplines offer truth rather than tentative theories; the result is the imposition of dominant class values, norms, and assumed order without criticism. (KC)

ED 221 437   SO 014 272

Okuda, Shinjo Hishimura, Yukihiko

The Development of Secondary Education in Japan after World War II.

National Inst. for Educational Research, Tokyo (Japan).
Report No.-NIER-01/82
Pub Date-Jun 82
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attendance, Coeducation, *Comparative Education, Compulsory Education, *Curriculum Development, *Educational Change, *Educational Development, Educational History, Elective Courses, Foreign Countries, Individualized Education Programs, School Districts, *Secondary Education, Social Studies, Vocational Education
Identifiers-*Japan

Under Allied influence following World War II, the Japanese educational system was reorganized on a 6-3-3 basis, with the first 9 years compulsory. The lower secondary curriculum established in 1947 included many compulsory subjects Japanese, Social Studies, Mathematics, Science, Music, Drawing and Fine Arts, Physical Education, and Vocational Education leaving little time for elective subjects. At both lower and upper secondary levels, moral education has been increasingly stressed, and periodic revisions have given increasing latitude to individual schools, encouraging greater emphasis on the needs of individual students. The report says little about the content of the upper secondary curriculum, but notes the current debate despite the fact that the proportion of students going on to upper secondary schools has increased to 94 percent over whether upper secondary school should be compulsory. Such a move would create problems, including formation of policy with respect to the 30 percent of upper secondary students who attend private schools. Although some school policies encouraged by the postwar occupation forces have not lasted, including formation of local school districts and institution of comprehensive upper secondary schools, much has remained, including educational equality for women. (IM)

ED 221 481 SP 020 524

Black, Richard

Liability, Athletic Equipment, and the Athletic Trainer.

Pub Date-82

Note-5p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Athletes, Athletic Coaches, *Athletic Equipment, *Football, *Injuries, *Legal Responsibility, Prevention, Safety, *Trainers

Identifiers-*Athletic Trainers, Negligence

Standards of conduct, roles, and responsibilities expected of athletic trainers should be developed and disseminated. These guidelines could be used in court to show that the athletic trainer was following basic standards if he should be charged with liability. A review of liability cases involving athletic injuries received while athletes were wearing football helmets shows that trainers must follow rules set by helmet manufacturers and sports associations to avoid liability. Trainers should also develop and implement rules about athletes' participation while injured. Athletic trainers possess the professional objectivity needed to ensure that coaches, athletes, and the community know about all dangerous aspects of a sport or piece of athletic equipment. (CJ)

ED 221 501 SP 020 986

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.

Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-140p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($5.75; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Blacks, *Employed Women, *Females, Government Role, Hispanic Americans, *Lesson Plans, Low Income Groups, *Minority Groups, Multicultural Education, *Racial Bias, Resource Units, Salaries, Secondary Education, *Sex Bias, Stereotypes, Womens Studies

This curriculum guide, designed by secondary school teachers from the Minnesota school districts of Roseville and St. Paul, helps students to understand the status, needs, and contributions of minority group women: American Indians; Asian Americans; blacks; and Hispanics. The guide is intended for use by secondary grade teachers to integrate relevant aspects of the history, culture, and contributions of minority group women into existing classroom curricula. Lessons in this curriculum guide are divided according to key concepts: similarities and differences among people, stereotyping, and discrimination. Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and names of teachers who developed the lessons are listed. The minority female group taught about in the lesson is indicated, and major ideas and organizational themes are provided. A summary of each lesson provides teachers with a statement of the content emphasis. Specific behavioral objectives are listed along with teaching procedures and activities designed to help students achieve the objectives. This section on teaching procedures and activities provides discussion questions, worksheets and ideas. To evaluate the effectiveness of these activities, wrap-up activities are provided in the Evaluation Procedures'' section. A listing of books, articles, and other materials needed for each lesson is included in the resource section following each lesson plan. (JD)

ED 221 617 UD 022 499

Jacob, Evelyn

Puerto Rican Children's Informal Education at Home. Final Report.

Center for Applied Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 82
Grant-NIE-G-80-0132
Note-96p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Caregivers, Childrens Games, Comparative Analysis, Developed Nations, Developing Nations, Ethnography, *Experiential Learning, Family Environment, *Learning Activities, Learning Readiness, Literacy, *Nonformal Education, Parent Attitudes, Preschool Education, *Puerto Ricans, *Skill Development, *Socialization, *Young Children
Identifiers-*Puerto Rico

Observations of children's daily activities and interviews with the children's caretakers provided information on preschool children's informal home education in Utuado, Puerto Rico. Three kinds of skills were examined: literacy, chores, and rule-bound games. The unit of analysis was the Potential Learning Activity'' (PLA), a behavior/sequence of behaviors that can result in learning on a specific topic. PLAs were identified as involving observation, imitation, or performance. Literacy PLAs (reading, writing, counting, and preliteracy) were the most frequent skills observed, and games were the least frequent. Activities involved performance more often than observation and imitation. About half of the literacy and the chore PLAs were done alone, while all game PLAs were done with others. Children initiated performance and participation in literacy and game PLAs more than in chore PLAs. The PLA interactions involved the initiation-reply-evaluation sequence of formal education, but unlike formal instructor-initiated education processes, PLA interactions were responses to children's behavior and speech and dealt more with process than with facts. In urban Utuado, children's informal education, like that in unindustrialized countries emphasizes participatory learning and learner-initiated learning opportunities, but places less emphasis on observation, imitation, and demonstration as learning methods. (Author/MJL)

Fenstemacher, William P.
The Institutional Research Director: Professional Development and Career Path.
Association for Institutional Research.
Pub Date-82
Note-9p.
Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 ($2.00).
Journal Cit-The AIR Professional File; n13 Sum 1982
Pub Type- Reports - Research (143) - Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, *Career Ladders, Foreign Countries, Higher Education, *Institutional Research, Knowledge Level, Leaders, Private Colleges, *Professional Development, Reputation, *Research Directors, Scholarship, State Colleges, Working Hours
Identifiers-Association for Institutional Research, *Canada, *United States

The way that institutional research directors manage their professional development and career paths was assessed, based on a survey of Association for Institutional Research members. Those contacted had been identified as successful persons in the field who had actively participated in the advancement of institutional research by contributing to the professional literature and/or by accepting leadership positions in professional organizations. All were directors of administrative offices, and persons with primarily academic or research appointments were excluded from the study. Of the individuals who were contacted, 19 responded, representing private institutions of less than 3,000 enrollment (2), public institutions of 10,000 or more (13), and state or provincial boards of higher education or consortia (4). Respondents represented 4 Canadian and 15 U.S. institutions or agencies. Many of the respondents spent 9-11 hours in the office and then spent several additional hours reading or doing office-related work in the evening and weekend. Those persons in offices that are responsible for research and planning and that also are involved in the daily operations of the campus tended to work slightly longer hours and spent less time on professional development activities than did those with more traditional institutional research responsibilities. Directors employed various strategies in an attempt to keep informed and to develop new areas of expertise: professional reading, seeking expert opinion/advice from others, attending workshops and conferences, and taking professional development leave. Attention was also directed to publications and professional contributions, and differences among early-, mid-, and late-career participants. Perspectives and recommendations regarding professional development are also offered. (SW)

ED 221 357 SE 039 103

Blai, Boris, Jr.

Intelligent Life Out There: Are We Alone?

Pub Date-82
Note-83p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Astronomy, Biological Sciences, *College Science, *Communication (Thought Transfer), Communications, *Evolution, Higher Education, *Intelligence, Physical Sciences, Science Education, Secondary Education, *Secondary School Science, *Space Exploration
Identifiers-*Extraterrestrial Life

For the past two decades, increasing numbers of scientists have been optimistic about finding other intelligent life forms in our galaxy. On the other hand, as knowledge has grown regarding how life developed on earth, a scientific counterrevolution has evolved. Simply stated, it questions the inevitability of widespread life within our galaxy, let alone elsewhere in the vast universe. These scientists believe that the first extraterrestrials we shall meet will be our own grandchildren, and not some alien intelligent beings. Various speculations and probabilities concerning the existence of extraterrestrial life are explored including where intelligent life may exist, characteristics of such life, methods of contact, and evidence indicating the existence of intelligent, extraterrestrial life. Additional topics discussed include planetary atmospheres, stars, evolution of life, natural selection, and implications of these topics for intelligent, extraterrestrial life. United States and Soviet space programs, space colonization, and interstellar travel are also discussed. (Author/JN)

ED 221 378 SE 039 137

Symposium on Minorities and Women in Science and Technology. Serial AA.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Pub Date-Jul 82
Note-91p.; Report prepared by the Subcommittee on Science, Research and Technology transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-seventh Congress, Second Session.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Science, Elementary Secondary Education, Engineering, *Engineering Education, Engineers, *Females, Higher Education, *Minority Groups, Program Descriptions, Recruitment, Science Education, *Sciences, Scientists, Secondary School Science, *Technology
Identifiers-*National Science Foundation

Transcripts of four panel discussions are presented in these proceedings of a symposium held by the Congressional Black Caucus to review implementation of the Science and Technology Equal Opportunities Act of 1980. Topics and issues discussions include the underrepresentation of women and minorities in science and engineering (S/E); participation of specific minority groups in S/E; secondary school and college level programs to encourage minority and female participation in S/E; barriers facing minorities and females in S/E professions; involvement of women and minorities in National Aeronautics and Space Administration (NASA) programs; role of and programs fostered by various professional organizations; legislation and legislative viewpoints; and the role of the National Science Foundation in supporting the development of minority scientists and engineers. An annotated list of sources of statistical data on scientists and engineers is also provided. (Author/JN)

Wooley, John F.

Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Mar 82
Grant-EPA-900953010
Note-22p.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Chemical Analysis, Instructional Materials, *Laboratory Procedures, Postsecondary Education, Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment
Identifiers-*Carbon Dioxide, Digestor Gas Analysis

Designed for individuals who have completed National Pollutant Discharge Elimination System (NPDES) level 1 laboratory training skills, this module on digestor gas analysis provides waste water treatment plant operators with the basic skills and information needed to: (1) successfully run the carbon dioxide analysis test; (2) accurately record data and observations; (3) organize data to perform required calculations for the test; (4) make general interpretations as to the quality of digestor gas utilized in the test; and (5) obtain reliable, consistent results from the test procedure. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, and student worksheet (with answers). The student workbook contains objectives, prerequisite skills needed before the module is started, sources of Fyrite Carbon Dioxide Analyzers, laboratory procedures (monitoring changes in digestor activity by determining carbon dioxide with a carbon dioxide analyzer), and worksheet. (Author/JN)

ED 221 456 SP 020 026

Sloan, Charles A. Cunneen, James

In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?

Pub Date- 82
Note-13p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Students, *Elementary School Teachers, *Males, *Primary Education, Role Models, *Student Attitudes, Student Needs, Teacher Behavior, *Teacher Effectiveness, Teacher Influence

This investigation focused on the question of the sex of the teacher and perceptions of primary school students toward school, their teachers, and programs. A review is presented of recent studies on the need and availability of male sex role symbols for boys, the effect of teachers (male or female) on students of both sexes, and the effect of teachers (male or female) on black students. An analysis of the reports from these studies concludes with the suggestions that: (1) schools need to develop environments and programs of study that reduce stereotyped roles; (2) primary school teachers need preservice and inservice assistance in creating and implementing environments that positively encourage children of both sexes; (3) teachers of both genders should be made available as role models; and (4) the employment of minority persons of both sexes in schools should be encouraged. It is emphasized that teachers' behavior and expectations of students, regardless of their sex or racial origin, are key elements in effective primary education. (JD)

Heywood, John
Pitfalls and Planning in Student Teaching.
Report No.-ISBN-0-85038-554-7
Pub Date-82
Note-200p.
Available from-Nichols Publishing Company, 155 West 72nd Street, New York, NY 10022 ($22.50).
Pub Type- Books (010) - Reports - Evaluative (142) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Advance Organizers, Classroom Environment, Curriculum Development, Discipline, Higher Education, *Learning Processes, Lesson Plans, Preservice Teacher Education, Questioning Techniques, Secondary School Teachers, Self Evaluation (Individuals), Student Evaluation, Student Improvement, Student Motivation, *Student Teachers, *Student Teaching, Teacher Effectiveness, Teacher Evaluation, Teaching Methods

In this book, information is provided to assist student teachers in planning and implementing lessons, at the secondary school level, through the use of advance organizers. Advance organizers are described as a form of mediating response which precedes a major learning task and provides meaning, structure, and organization to the task and links old and new knowledge. The first chapter gives examples of advance organizers and discusses their usefulness. Each of the succeeding chapters is preceded by an examination question and extracts from student teacher responses, acting as advance organizers for the topic considered in the chapter. These chapters address: (1) discipline; (2) motivation; (3) perception; (4) concepts and cognitive development; (5) learning objectives and strategies; (6) problem solving; (7) the curriculum and the planning and implementation of lessons; and (8) student appraisal and student teacher self-appraisal. Educational theories supporting the use of advance organizers are discussed in each chapter, and anecdotes from student teachers are included. Appended are criteria for evaluating pupil and student teacher progress and a 20-item bibliography. (FG)

ED 221 558 TM 820 579

Burstein, Leigh Miller, M. David

Empirical Studies of Multilevel Approaches to Test Development and Interpretation.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-R-176
Pub Date-81
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, Data Analysis, Elementary Education, Grouping (Instructional Purposes), Instructional Design, Program Evaluation, Research Design, *Test Construction, *Test Interpretation, Test Items, *Test Validity
Identifiers-Beginning Teacher Evaluation Study, *Unit of Analysis Problems

Instructional and program relevance of measures of student performance and use of standardized achievement tests, as measures of the quality of a student's educational experiences, are discussed. This focus is consonant with current emphasis on linking testing and instruction and on systemic efforts at program and instructional improvement. Psychometric and multilevel educational data considerations are of particular concern. Two general approaches to investigation of between-group (classroom, school, program) differences in test performance can be used to detect differences in content, sequence and quality of instruction. Patterns of data responses from a standardized testing program conducted within a school district in the Beginning Teacher Evaluation Study (BTES) were examined. Between-group indices of the distribution of performance by class, school and ethnic background were generated under alternate rules for content classification. The subsets of group sensitive items and between-class correlation of items with instructional variables were used to build a scale sensitive to the variable used to select items. Item response patterns were related to group membership and instructional coverage. The results supported the argument that tests can be constructed in multilevel approaches sensitive to desired group characteristics for information about instructional experience differences. (CM)

Goldstein, Marcia Rutherford, William

Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Available from-The University of Texas at Austin, Research and Development Center for Teacher Education, Education Annex 3.203, Austin, TX 78712 ($2.00).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Agents, *Data Collection, *Educational Innovation, Elementary Secondary Education, Ethnography, Evaluation Methods, *Intervention, Interviews, Leadership Styles, Observation, Pilot Projects, Principals, Program Implementation, *Research Methodology

Identifiers-*Concerns Based Adoption Model, Qualitative Analysis, Quantitative Analysis

The techniques and accompanying problems of collecting data on interventions are explored. As a result of the analyses of two previous studies (Colorado and Kentucky Ethnographic Studies, 1979; and Texas, 1981) a hybrid-method of documenting interventions was developed for use in the Principal-Teacher Interaction Study (PTI). This paper traces the development of the methodology for documenting interventions used in the PTI. Nine elementary school principals (three each from Colorado, Florida and California) served as the primary subjects and informants on intervention in this study. The study sites varied by principal's concerns, year of implementation, and innovation being implemented, as well as by school district. Procedures included: bi-weekly telephone calls, interviews, logging, document collections and field notes by researchers; and multiple perspectives and sources of data. In all three studies, the informants provided data on the interventions in which they themselves, as well as others or events, were the sources of action. The methodology employed for the PTI study is as effective and efficient a self-reporting technique in developing the total picture as are the more expensive ethnographic methodologies. (PN)

ED 221 635 UD 022 529

Vivo, Paquita, Comp.
Puerto Rican Migration: The Return Flow Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-45p.; NIE Purchase Order No. P-80-0112. For related document see UD 022 534.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), Annotated Bibliographies, Cultural Influences, Elementary Secondary Education, Ethnicity, Language Proficiency, *Migrant Employment, *Migrants, *Migration, Public Policy, *Puerto Ricans, *Research Projects, Self Concept, Socioeconomic Influences, Student Mobility
Identifiers-*Puerto Rico, Return Migration, United States

This is a guide to materials and research on Puerto Ricans who have returned to Puerto Rico after living in the United States. Part 1 is an annotated bibliography of books, journal articles, printed documents, doctoral dissertations, master's theses, journalistic accounts, and unpublished papers on characteristics of Puerto Rican return migrants; their sociocultural, language, and educational adjustment problems in the United States and upon their return to Puerto Rico; employment experiences; and their economic and social impact on American and Puerto Rican societies. Part 2 is an inventory of completed, current, and planned research on the characteristics, language and educational needs, and self-concept of return migrant students; return migrants' employment patterns; and demographic, social, and economic influences and effects of return migration. Information provided on each study includes the investigator's name, sponsoring institution, funding source, completion date, and a description of the research. An author index and a directory of persons involved in Puerto Rican return migration studies are appended. (MJL)

ED 221 182 IR 010 353

Lutzker, Marilyn

An Approach to Library Research for the Part-Time Undergraduate Student.

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.
Pub Date-81
Note-20p.; Paper presented at the Association of College and Research Libraries Conference (2nd, Minneapolis, MN, 1981).
Pub Type- Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Guidelines, Higher Education, *Information Seeking, *Libraries, Library Guides, Library Skills, Part Time Students, Research Projects, *Search Strategies, *Undergraduate Students

A library research strategy for part-time undergraduate students which attempts to make efficient use of small segments of time by dividing the research process into separate steps which do not have to be done at the same time, in sequence, or at the same library is outlined in this pamphlet. Choosing a topic, narrowing the focus of the topic, compiling a preliminary bibliography of books, locating the books, compiling a preliminary bibliography of articles, locating periodicals, and available library research facilities within the New York metropolitan area are among the topics covered. A list of hints for effective research is also included. Appended to the text are a sample time/place research chart, a list of phone numbers for research libraries in New York City, a list of City University of New York (CUNY) libraries, a guide to the availability of research materials in New York City public libraries, and a guide to the availability of criminal justice indexes in New York City public libraries and in the CUNY library system. (JL)

White, Phillip M.

Online Retrieval Systems Users Survey from Texas.

Pub Date- 81
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Libraries, Databases, *Information Retrieval, Library Planning, Library Surveys, *Online Systems, Private Colleges, *Reference Services, Two Year Colleges, *Use Studies
Identifiers-Bibliographic Retrieval Services, DIALOG, ORBIT, *Texas

Based on a survey of 160 Texas college and university libraries, this study reports on their access to and usage of 3 online information retrieval systems: Bibliographic Retrieval Services (BRS), Lockheed's DIALOG Information Services, and System Development Corporation's ORBIT Information Retrieval System. The study finds that 24 percent of all respondents have access to BRS, DIALOG, or ORBIT, or a combination of the three. Figures are given for percentages of appropriate respondents with online searching facilities among libraries at public schools (30 percent), private schools (13.7 percent), two-year colleges (11 percent), 4-year colleges (3 percent), universities with graduate programs (57 percent), and graduate or professional schools including theological seminaries (29 percent). Results show that of 32 respondents reporting access to the BRS, DIALOG, or ORBIT systems, 31 access DIALOG, 20 access BRS, and 16 access ORBIT. In addition, 23 of the schools report access to more than 1 system. Finally, the study indicates that DIALOG is searched primarily because searchers are more familiar with its system; BRS is searched primarily because it is the least expensive system to use; and ORBIT is searched primarily because it offers unique databases. (Author/ESR)

ED 221 278 PS 013 048

Wellman, Mary M.

Left-Handers and Cognitive Proficiency.

Pub Date-Aug 82
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biological Influences, *Cognitive Development, Comparative Analysis, Elementary Education, *Elementary School Students, Intelligence Quotient, *Left Handed Writer, Neurological Organization, *Performance Factors, *Psychomotor Skills, *Reading Ability, Spelling, Visual Perception

In this research report, the influences of handedness, hand position while writing, and familial sinistrality (presence of left-handed relatives) on children's intellectual, reading, and visual-motor performance were investigated. Forty left- and right-handed children between the ages of 7 and 10 served as subjects. To assess hand positions, an index was devised, reflecting whether the subject's pencil pointed away from the body (normal position), was approximately parallel to an imaginary line drawn shoulder-to-shoulder through the body (horizontal position), or pointed toward the body (inverted position). Subjects' history of familial sinistrality was assessed through parent questionnaires; their intellectual functioning was measured by the Slosson Intellectual Test. Subtests of the Science Research Associate Achievement Test Battery and the Wechsler Intelligence Scale for Children-Revised were used, respectively, to assess subjects' reading ability and visual/motor performance. Results indicated that left- and right-handed children with horizontal hand positions had lower scores on reading ability than their counterparts who had inverted or normal hand position. Furthermore, both left- and right-handers with a positive history of familial sinistrality had higher IQ and spelling scores than children with no such history. Finally, no group differences in visual-motor performance were noted. Results are discussed in terms of hemispheric organization and the developmental reading process. (Author/MP)

ED 221 337 SE 035 007

LeBlanc, John F. And Others

Addition and Subtraction. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14608-8
Pub Date-76
Grant-NSF-GY-9293
Note-174p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Addition, College Mathematics, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, *Mathematics Instruction, Number Concepts, *Number Systems, *Preservice Teacher Education, Problem Solving, *Subtraction, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-Cuisenaire Materials, *Mathematics Methods Program, Properties (Mathematics)

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to the basic number work in the elementary school. In addition to an introduction to the unit, the text has sections on developing initial concepts in addition and subtraction, basic mathematical content in addition and subtraction, developing the basic addition and subtraction facts, algorithms and problem solving, and appendices that present an overview of cuisenaire rods and the properties of number systems. (MP)

ED 221 418 SO 014 135

Alexander, E. Curtis
African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''.
ECA Associates, Chesapeake, VA.
Pub Date-May 82
Note-18p.; Paper delivered at the Annual Symposium in the Humanities - Africa and the West: The Challenge of African Humanism'' (2nd Columbus, OH, May 27-29, 1982).
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-African Culture, *African History, *Black Influences, Christianity, Judaism, *Religion
Identifiers-Islam

This paper attempts to set the record straight with regard to the following assumptions: (1) the Africans of the antiquities of Ethiopia and Egypt were black people; and (2) the same black people developed the foundation that provides the basis for the so-called major Western religions of Judaism, Christianity, and Islam. There are two parts to the paper. First, the ethnic origins of the inhabitants who created the first systems of religious thought are examined. The author cites the writings of historians to show that an imaginative and superstitious race of black men invented and founded, in the dim obscurity of past ages, a system of religious belief that still enthralls the minds and clouds the intellect of the leading representatives of modern theology.'' The second part of the paper explores the conceptual and ethical foundations of Western religions. Judaism, Christianity, and Islam have a Torahic tradition. The laws or ethical code that serves as a guiding light for Western religions was called by the Africans of antiquity the Negative Confessions.'' Examples of the similarities between the Ten Commandments'' and the Negative Confessions'' are provided. Next the paper looks at the Osirian religious system and its similarities to Christianity. For example, the Osirian religion taught that Osiris was the father of Horus, who was born of the virgin mother Isis. Also, the doctrines of incarnation, salvation, and resurrection were integral to ancient Egyptian religion. (RM)

ED 221 539 SP 021 105

Green, Judith L. Smith, Deborah C.

Teaching and Learning: A Linguistic Perspective.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-108p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Classroom Communication, *Classroom Environment, *Classroom Research, Classroom Techniques, *Communication Research, Discourse Analysis, Elementary Secondary Education, Group Dynamics, Interpersonal Competence, Multicultural Education, Research Design, Socialization, Student Attitudes, Student Behavior, Student Teacher Relationship, Teacher Influence, Verbal Communication

Findings from 10 projects, sponsored by the National Institute of Education, which focused on teaching as a linguistic process, are examined in this paper, along with findings from related studies. The projects constitute first-generation indepth studies of selected classrooms and are discussed in relation to two aspects of the linguistics of classroom environment. The first section explores findings in terms of the differentiated nature of classroom activities, behaviors, and requirements at group and individual levels. The second section combines information about features and outcomes of discourse and relates the data to student academic achievement. The subjects of the projects and their principal investigators are: (1) interpersonal relationships during playground games (Borman); (2) social and cultural organization of bilingual classroom interactions (Cazden and Erickson); (3) effect of classroom organization on learning of classroom discourse rules (Cole); (4) cooperative and didactic interaction patterns (Cooper); (5) learning of discourse rules by culturally different children (DeStefano and Pepinsky); (6) school/home ethnography (Gumperz and Simons); (7) ethnographic and ethnolinguistic patterns of discourse and learning in and out of school (Hymes); (8) children's groups in school (Farnham-Diggory); (9) the contribution of service-like events during individual work time (Merritt); and (10) participant perspectives of classroom discourse (Morine-Dershimer and Tennenberg). (FG)

ED 221 578 TM 820 607

Rubinstein, Sherry A. And Others
The State of the Art of Teacher Certification Testing.
National Evaluation Systems, Inc., Amherst, Mass.
Pub Date-Mar 82
Note-115p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Competency Based Teacher Education, Criterion Referenced Tests, Elementary School Teachers, *Minimum Competency Testing, Secondary School Teachers, *Standards, *Teacher Certification, Teacher Education Programs, *Teacher Evaluation, Teacher Qualifications

A series of five papers is presented. Sherry Rubinstein, and others, characterize the changes of teacher certification programs and reflect on the factors propelling and influencing the direction of those changes such as increased emphasis on the description and testing of the skills and knowledge of prospective teachers, and the adoption of criterion-referenced measures to assess teacher skills and knowledge. Katherine Vorwerk and William Gorth present a general model for developing the formal testing component of a certification program. The model includes: (1) developing certification requirements; (2) deciding how to assess requirements; (3) defining measurement strategies and instruments; (4) handling logistical issues of assessment; and, (5) communicating and using assessment results. Michael Priestley explores various approaches to assessment for initial teacher certification. Conceptual issues are considered in relation to test design, assessment for entry to a teacher education program, exit credentialing, and classroom performance assessment. Paula Nassif reviews technical issues of teacher certification testing, focusing on standard setting and equating, and validity and job analysis. Scott Elliot presents current applications of job analysis methodology to teacher certification testing. (PN)

ED 221 127 HE 015 473

Allard, Sandra

A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Aug 82
Note-24p.
Available from-State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Role, Comparative Analysis, Consultants, Employment Practices, *Faculty Workload, Full Time Faculty, Higher Education, Legal Responsibility, *Multiple Employment, *Overtime, *Personnel Policy, Professional Services, *State Colleges, State Surveys, Teacher Responsibility, Teacher Role, Working Hours
Identifiers-*Maryland, Public Service

Policies governing external and offload employment of faculty in Maryland public higher education institutions are addressed, with attention directed to the relationship of external employment to the roles and missions of higher education institutions, current policies and regulations at Maryland public institutions, and policies used by peer institutions in other states. One mechanism available for fulfilling part of the university's public service responsibility is to permit and encourage individual faculty to consult or to provide professional services. Outside employment can also enhance the competence of the faculty member through contact with current problems and developments. This allows the individual to provide better service to students and colleagues within the institution and may help focus attention on productive areas for study or research. Policies of the institution are based on the need to protect an investment in individual faculty members by assuring that they are meeting their full-time responsibilities to the institution. External employment refers to compensated work performed for individuals or organizations other than the institution where the person is employed full-time. Offload or overload is interpreted to mean compensated overload employment within the institution beyond the full-load requirements of the individual. The policies of specific universities and sectors/levels are specified. The policies at Maryland universities and four-year colleges are generally consistent with those of peer institutions across the country. Institutions supplying information on policies are identified. (SW)

ED 221 161 IR 010 236

Street, Warren R. And Others

Computer Simulation in Undergraduate Instruction: A Symposium.

Central Washington Univ., Ellensburg.

Pub Date-12 Apr 81

Note-79p.; Symposium presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).

Pub Type- Non-Print Media (100) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Assisted Instruction, *Computer Programs, *Data Collection, Demonstrations (Educational), *Experimental Psychology, Higher Education, Postsecondary Education, *Simulation, *Statistical Analysis

Identifiers-FORTRAN Programing Language

These symposium papers discuss the instructional use of computers in psychology, with emphasis on computer-produced simulations. The first, by Rich Edwards, briefly outlines LABSIM, a general purpose system of FORTRAN programs which simulate data collection in more than a dozen experimental models in psychology and are designed to train students in content areas of psychology, research, decision making, analysis of data, and communication of findings. Douglas B. Eamon then describes the Moon Illusion, a LABSIM model designed to investigate why the moon appears larger on the horizon than at its zenith even though it remains at a relatively constant distance from the earth. Warren P. Street presents general methods and specific examples of how to produce computer simulations of empirical events that demonstrate principles covered in introductory statistics courses using MINITAB, a general-purpose, statistical FORTRAN program. General procedures are outlined with directions for advance preparation, execution of the demonstration, and saving of worksheets generated during simulation. MINITAB commands for simulation are listed, and specific directions for producing several different demonstration simulations are given. (LMM)

ED 221 203 IR 010 378

Borchardt, D. H., Ed.

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.

National Library of Australia, Canberra.

Report No.-ISBN-0-642-99208-8

Pub Date-80

Note-128p.

Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($5.75).

Pub Type- Collected Works - General (020) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Australian Literature, *Bibliographies, Childrens Literature, Foreign Countries, *Information Needs, Information Sources, Information Systems, Intellectual Disciplines, *Library Cooperation, *Library Networks, National Libraries, *Shared Services

Identifiers-*Australia, *National Bibliographies

This collection of 12 essays on bibliographic services in Australia has been published as part of the National Library of Australia's effort to encourage a voluntary national information system. An introduction and overview of bibliography in Australia are followed by brief surveys of the major desiderata for Australian subject bibliography in literature (A. Lawson), children's books and materials (J. D. Adams), music (K. Horn), politics (J. Rydon), wildlife (M. C. Downes), legal writings (E. K. Braybrooke), economics (F. G. Davidson), education (J. Thawley), agriculture (H. M. Russell and G. Levick), geography (R. G. Freestone), and non-Australian history materials located in Australian libraries (R. J. Shultz and Janet F. Schultz). Each essay is contributed by a subject specialist and contains a review of current bibliographic sources available and recommendations for improvement in bibliographic information in that subject area. Among a wide range of suggestions are included the inauguration or strengthening of national information clearinghouses, union lists of sources, or national bibliographies; the updating of previously existing subject bibliographies; the creation of new periodical indexes; the computerization of data; the full utilization of international bibliographical machinery for Australian material; and the improvement of book indexing. References are provided for each subject essay. (ESR)

ED 221 240 JC 820 429

Nagler, Phyllis J. Marson, Arthur A.

Testing of a Program Evaluation Model: Final Report.

Moraine Park Technical Inst., Fond du Lac, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jul 79

Note-172p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adult Education, Data Analysis, Data Collection, *Evaluation Criteria, *Evaluation Methods, Models, *Program Evaluation, Self Evaluation (Groups), Technical Institutes, Two Year Colleges, *Vocational Education

A program evaluation model developed by Moraine Park Technical Institute (MPTI) is described in this report. Following background material, the four main evaluation criteria employed in the model are identified as program quality, program relevance to community needs, program impact on MPTI, and the transition and growth of MPTI graduates in the world of work. Following a discussion of the primary objectives for developing the model, key aspects in the development process are outlined, including the creation of data collection instruments, the establishment of program-costing procedures, the involvement of advisory committees and staff, decisions to expand the evaluation to include continuing education programs and to include a narrative section in the evaluation report, and the process of validating criteria. The report then presents the model to evaluate vocational, technical, and adult education at MPTI. The model outlines evaluation activities, types of data collected, personnel responsibilities, and procedures for monitoring activities. Next, the processes for conducting program evaluations and preparing a summary report are explained, with emphasis on the standards employed for the four major evaluation criteria, for awarding points according to the program's achievements, and for evaluating community service courses. Finally, recommendations for improving the model are offered. Appendices include evaluation forms, informational materials, and correspondence. (KL)

ED 221 258 JC 820 464

Workman, John F. Kester, Donald L.

Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''

Pub Date-Aug 82

Note-8p.; Paper presented at the International School Psychology Colloquium held at the University of Stockholm (Stockholm, Sweden, August 1-6, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ancillary School Services, Community Colleges, *Counseling Services, *Mental Health Programs, Needs Assessment, *Psychological Services, *Stress Variables, Student College Relationship, *Student Problems, Two Year Colleges, Two Year College Students

Identifiers-Los Angeles Valley College CA

Los Angeles Valley College's mental health program provided services at no cost to enrolled students in the areas of crisis counseling, short- and long-term individual treatment, group therapy, consultation, and referral. The program was funded through the college and the associated student body at a cost of $7,500 per year. After several personnel changes, declines in administrative and financial support led to the closure of the program. Prior to its closure, in an effort to save the mental health program, several concerned individuals at the college conducted a survey of 124 students from 5 health classes to assess student needs for mental health counseling. Two assessment instruments were used in the survey: an objective stress survey based on the design of Holmes and Rohe and an open-ended subjective stress survey. Results indicated that personal and social factors outranked academic stress-causing factors in the subjective survey and that only 5 of 24 stressors chosen by students in the objective stress survey were academic in nature. Despite these results, indicating the continuing need for a program dealing mainly with stress-induced counseling needs arising outside the academic area, the program was discontinued. (HB)

ED 221 298 PS 013 071

Kamii, Constance

First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom.

Pub Date-Sep 82

Note-8p.; Filmed from best available copy. Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Athens, GA, October 23-25, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Addition, *Arithmetic, Educational Games, Educational Objectives, *Elementary School Students, Grade 1, *Learning Activities, *Logical Thinking, Primary Education

Identifiers-*Piagetian Theory, *Place Value (Mathematics), Situational Method

On the basis of implications drawn from Piagetian theory, an approach to first-grade arithmetic which eliminated instruction and used only two kinds of activities (situations in daily living and group games) was implemented in an experimental context. Situations in daily living and group games, in contrast to `mechanical'' worksheet activities, involved logical, active'' thinking. Children in the experimental group did their arithmetic without pencils by thinking out loud; when given worksheets later as tests they had no difficulty representing their knowledge of sums on paper. Children in the experimental group were also found to be able to memorize sums slightly better by the end of first grade than children in a comparison group who were given traditional instruction with worksheets. To investigate children's ability to understand place value, a technique adapted from Kamii (1980, 1982) was devised. Results suggest that, since first graders are still constructing numbers with the operation of plus 1, it is impossible for them to simultaneously build a second level involving higher-order units of 10. (RH)

ED 221 318 RC 013 589

Walther, Lynne Strauss, Ned

The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.

Washington County Youth Service Bureau, Inc., Montpelier, VT.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-271p.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($11.00, a limited number of complimentary copies are available).

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Agents, Community Involvement, Curriculum Guides, *Equal Education, Females, High Schools, Males, Networks, Peer Influence, Program Effectiveness, Rural Areas, *Rural Youth, *Sex Role, Staff Role, Student Educational Objectives, *Youth Opportunities

Identifiers-*Facilitators, Vermont

The Catalyst Training Package was developed by project On The Other Hand, a 16-month project which used two rural Vermont high school districts to field test materials focused on educating youth to reach their full potential, and the roles of men and women in society. Three basic strategies were used to improve educational equity in rural high schools: community organization, peer leadership development, and networking. Community residents, school staff, and students in the rural school systems were recruited and trained with three separate training groups being organized in each school. Although trained separately, all three groups met together regularly as a large network responsible for the development of action plans, each directed at changing or improving some condition of the school system which would create or enhance equal opportunities for female and male high school students. The resultant materials are suitable for use by social service agencies, high school personnel, parent-teacher organizations, etc., with project facilitators being crucial to program success. The Facilitators Guide'' focuses on facilitators, students, community members, school staff, networking, and evaluation. The Curriculum Training Manual'' introduces the curriculum and provides materials for 20 sessions over a 15-week period. An appendix provides a glossary, sample forms, etc. (BRR)

ED 221 379 SE 039 138

Macko, John L.

INTERP: A Computer Simulation Game of the Interpretive Planning Process.

Pub Date-82
Note-82p.; M.S. Thesis, Ohio State University
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computer Oriented Programs, *Computer Programs, Educational Games, *Environmental Education, Higher Education, Microcomputers, Physical Environment, *Planning, *Simulation, Site Analysis
Identifiers-*Computer Simulation, Environmental Education Research, *Interpretation (Environmental)

A computer program was developed with the potential to: demonstrate the power and uses of computers to students of environmental interpretation; show the use of computers for modeling in the realm of environmental interpretation; and show the use of computers as learning tools for students of environmental interpretation. A computer simulation game was developed to address these three areas simultaneously. By making the game easy and fun, it was hoped that students would learn that computers can be simple and enjoyable to operate. By creating a simulation game, it was hoped that future interpreters could see how computers can be used for modeling. And by patterning the game after the interpretive planning process, it was hoped that a teaching instrument would develop which would sharpen skills of direct use in the field. The object of the game is to draw up the best possible interpretive plan working within constraints imposed by a budget, deadline, and three components of interpretation (site, organization, and visitor). This document describes the game, discusses how it was designed and developed, makes inferences from the research, and makes recommendations for future projects. Supporting documentation, including availability of the game and documentation package, is included in appendices. (Author/JN)

ED 221 457 SP 020 500

Bell, Gerald W., Ed. And Others

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980).

Educators Consulting Services, Inc., Conway, Ark.
Report No.-ISBN-0-931250-32-3
Pub Date-82
Note-184p.; For related documents, see SP 020 501-525.
Available from-Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($15.00 United States and Canada; $18.00 Foreign).
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Allied Health Occupations Education, *Athletes, *Athletics, *Exercise Physiology, Higher Education, *Injuries, Medical Evaluation, Medical Services, Physical Education, Physical Fitness, Physical Therapy, Prevention, *Professional Education, Rehabilitation, School Recreational Programs, *Trainers
Identifiers-*Athletic Trainers, Sports Medicine

Presented in this publication are papers given at three conferences coordinated and conducted by the National Association of Athletic Trainers Professional Education Committee. The authors are nationally known athletic trainers, physicians, and other sports medicine professionals. The papers are grouped into four major categories representing major areas in athletic training. The ten papers in part 1 focus on athletic training in higher education and instruction for student athletic trainers. Part 2 features nine papers on athletic injuries. Injury prevention is the subject of the four papers in part 3, and part 4 has two papers on liability and management for athletic trainers. (FG)

ED 221 482 SP 020 525

Hite, Roger W.

Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association.

Pub Date-82

Note-9p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available from-Not available separately; see SP 020 500.

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Allied Health Occupations Education, *Athletes, Futures (of Society), Health Needs, *Health Services, *Interprofessional Relationship, Physical Fitness, Professional Development, Professional Recognition, Teamwork, *Trainers

Identifiers-*Athletic Trainers

Athletic trainers, whether or not they are university-based, should link themselves and their programs to the traditional medical community. A harmful communication gap now exists between athletic trainers and other medical professionals as a result of differences in value systems, clientele, and professional image. Trainers should market themselves as providers of medical services and should work with physicians and local hospital resources to their mutual advantage. Among the positive actions that can be taken are: (1) establishing an advisory group to integrate comprehensive medical care; (2) exchanging resources and information with hospital staff; and (3) using and joining local health education programs. The recent upsurge in interest in the Health Maintenance Organizations (HMOs) deserves the attention of trainers as a new medium for practice. The business of helping people maintain high levels of health should be a team effort, integrating the concerns and services of health care professionals regardless of specialty. (FG)

ED 221 618 UD 022 500

To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.

Hawaii Univ., Honolulu. Coll. of Education.

Pub Date-82

Note-135p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Colonialism, Cultural Awareness, *Cultural Influences, Cultural Pluralism, Curriculum Development, *Educational Development, *Educational History, Educational Technology, Exhibits, *Experiential Learning, Family Life, Government Role, Public Policy, Religious Factors, *Socialization, Social Values, Sociocultural Patterns, Socioeconomic Influences

Identifiers-*Hawaii, *Westernization

Designed to accompany a historical exhibition of engravings, drawings, books, documents, photographs, and artifacts that depict major influences upon education in Hawaii, this document includes a selection of captioned photographs from the exhibition and three essays that provide an overview of the history of education in the Hawaiian Islands. The photographs show schools that were established in Hawaii over the years and illustrate facets of traditional Hawaiian education, early influences from abroad, missionary educational accomplishments, education under the Hawaiian monarchy, early twentieth century education, ethnic language schools, the development of higher education, and current issues in education. In one accompanying essay, Marion Kelly describes traditional education among the early Hawaiians, characterizing that education as being practical, skill oriented, socially useful, realistic, and oriented to learning-by-doing along with memorization and rote. In the second essay, Ralph Stueber provides an informal history of schooling in Hawaii, emphasizing the influence and ultimate domination of American education, and the conflicts and compromises brought about by multicultural Hawaiian society. In the third essay, Barbara Hunt explores the future of Hawaiian education in the face of the communications revolution and the possibility of local control of public institutions. (Author/MJL)

ED 221 636 UD 022 530

Levine, Daniel U. Stark, Joyce

Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools.

Pub Date- 81
Note-19p.; For a related document see ED 213 814.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Administrator Characteristics, Curriculum Development, Elementary Education, *Institutional Characteristics, *Instructional Development, *Instructional Improvement, Low Achievement, Mastery Learning, Parent Participation, Reading Comprehension, Reading Programs, *School Effectiveness, *School Organization, Teaching Methods, Urban Schools
Identifiers-Chicago Public Schools IL, Curriculum Alignment Project, Los Angeles Unified School District CA, New York City Board of Education

Previous studies of unusually effective urban schools have focused on school characteristics considered influential in the schools' success, but few provide specific guidance for improving achievement in other schools. This study sought to describe organizational processes and arrangements within elementary schools implementing the Chicago Mastery Learning Reading Program in New York, New York, and Chicago, Illinois, and the Curriculum Alignment Project and other school-wide approaches for improving achievement in Title I schools in Los Angeles, California. The schools examined had six common major concerns: (1) aligning curriculum and instruction for classroom appropriateness; (2) arrangements for dealing effectively with low achievers; (3) emphasis on teaching higher-order cognitive skills; (4) assuring availability of appropriate instructional resources; (5) minimal record-keeping for teachers; and (6) improving homework quality and increasing parent involvement in student learning. Organizational processes/arrangements at the schools were commonly characterized by grade-level planning; outcome-based supervision; and comparative monitoring of student progress. Outstanding administrative leadership, especially as demonstrated in principal support for teachers, emerged as a significant determinant of school effectiveness. The instructional/organizational arrangements in the schools were considered to have potential for implementation in other urban school to improve school climates and student learning. (Author/MJL)

ED 221 358 SE 039 112

Mumaw, Randall J. And Others

Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects.

Pub Date-May 82

Note-13p.; Paper presented at the annual meeting of the Midwestern Psychological Association (Minneapolis, MN, May 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude, Cognitive Ability, *College Students, Educational Research, Engineering, *Geometric Concepts, Graphs, Higher Education, *Individual Differences, *Problem Solving, *Spatial Ability

Identifiers-*Heuristic Methods, *Mathematics Education Research

Twenty-eight engineering students were presented with complex spatial problems to investigate the effects of spatial aptitude and strategy selection on problem solving. Aptitude was determined by spatial aptitude test scores and strategy was determined by verbal reports and latency measures. It was found that aptitude determined the efficiency with which certain strategies could be utilized. (Author)

ED 221 438 SO 014 273

Selected Bibliography of Arab Educational Materials. Vol. 4, No. 2, 1979.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).

Report No.-TT-79-59119/2

Pub Date-82

Note-205p.: Not available in paper copy due to poor reproducibility of original document. For a related document, see ED 213 652. Prepared under the Special Foreign Currency Program.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Annotated Bibliographies, Arabic, *Arabs, Art Education, Child Development, Childrens Literature, *Comparative Education, Compulsory Education, Educational Administration, Educational Research, Elementary Secondary Education, Faculty, Higher Education, Illiteracy, Islamic Culture, Kindergarten, Secondary Schools, Universities

Educational materials from Arab countries are listed in this annotated bibliography. The 230 items cited were published in 1979 and include journal articles, dissertations, books, essays, reports, guides, papers, and governmental publications. Topics dealt with include adult education, Arabic language, art education, children's literature, children's growth, compulsory education, educational research, illiteracy, faculties, universities, health education, industrial education, Islamic education, kindergartens, secondary schools, and school administration. The bibliography concludes with an index of topics by country and lists of authors and sources. (Author/NE)

ED 221 502 SP 020 987

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.

Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-189p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($7.25; $56.00 for complete set of nine documents).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Blacks, Class Activities, Elementary Secondary Education, *Females, Hispanic Americans, *Inservice Teacher Education, Learning Activities, Lesson Plans, *Minority Groups, Multicultural Education, *Racial Bias, *Sex Bias, Stereotypes, *Teacher Workshops, Womens Studies

Integrating Cultural Diversity into Non-Sex-Biased Curricula'' is a training and development program designed to help students understand the status, needs, and contributions of minority group women. It deals with American Indian, Asian American, black, and Hispanic women and points out relevant aspects of the history, culture, and contributions of these women. This manual provides a 3-day workshop model that can be used in developing and conducting workshops to increase teachers' understanding of and capability in teaching about minority group women. The model is intended as an introductory workshop for providing information on racism, sexism, and groups of minority women, as well as specific skills in the development of lesson plans for teaching on the subject. Included in the model are outlines of sequential components for the workshop. Each component is outlined with respect to objectives, required materials, suggested procedures (both content and activities), and time schedules. Within each component section are reference materials and worksheets for implementing activities. When appropriate, references that offer in-depth information on specific topics are listed. (JD)

ED 221 559 TM 820 580

Bank, Adrianne, Ed. Williams, Richard C., Ed.

Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Note-134p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Role, Decision Making, Elementary Secondary Education, Evaluation Criteria, Information Utilization, Institutional Characteristics, National Surveys, *Organizational Objectives, *Program Evaluation, *Research and Instruction Units, *Role Perception, *School Districts
Identifiers-Evaluation Research, *Evaluation Utilization

This monograph focuses on educational evaluation and how it occurs within a specific setting school districts' central administrative offices examining the relationships between evaluation activities and district organizational features that impinge upon such activities. The various chapter authors worked with the Center for the Study of Evaluation (CSE) staff in conceptualizing a national survey of school district evaluation units and in analyzing the resultant data. Findings from the survey are summarized in the introduction. Organizational concepts discussed include loose coupling,'' institutional'' versus technical'' organizations, and organized anarchies.'' The following chapters are included in the monograph: Evaluation Information and Decision Making in Organizations: Some Constraints on the Utilization of Evaluation Research'' by Charles O'Reilly III; Institutional Structure and Organizational Processes: The Role of Evaluation Units in Schools,'' by Lynne G. Zucker; Role Conflict and Ambiguity Among School District Evaluation Unit Heads,'' by Oscar Grusky; and School District Evaluation Units: Problems and Possibilities,'' by David W. O'Shea. A closing section discusses three of the common themes of the chapter arguments presented, that: (1) school districts are institutional organizations; (2) evaluation units have a weak position within districts; and (3) it is difficult to produce evaluative data of utility to within-district decision makers. (CM)

ED 221 144 HE 015 500

Company-College Links: Examples of What Works A University Advisory Council Report.

American Council of Life Insurance, Washington, D.C. Education and Community Services.

Pub Date-Apr 82

Note-23p.

Available from-American Council of Life Insurance, 1850 K Street, N.W., Washington, DC 20006.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Colleges, Business Responsibility, College Faculty, College Presidents, College Students, *Cooperative Programs, Economic Factors, Education Work Relationship, Experiential Learning, Extension Education, External Degree Programs, *Higher Education, *Industry, Information Dissemination, Inplant Programs, Management Development, Professional Development, Public Relations, Research Utilization, *School Business Relationship, Small Colleges, Workshops

Identifiers-Council of Independent Colleges, Dana Corporation, Denison University OH, Equitable Life Assurance Society, Hillsdale College MI, INA Corporation, Massachusetts Institute of Technology, University of Pennsylvania, Western Electric

A report is presented of a meeting sponsored by the University Advisory Council of the American Council of Life Insurance on company-college links. A brief outline is presented of each of five innovative programs developed and implemented by business groups and colleges. As background to the projects, attention is also directed to some of the main issues in American higher education today and some of the complex ties that already link campus and corporation. Key issues on campus were identified by college presidents and faculty members serving on the University Advisory Council. In addition, an article by Eve Katz entitled Business and Higher Education: An Overview'' is included. The following issues on campus today concern: budgets, demographics, student attitudes, faculty, quality, curriculum, the relationship between public and private colleges, and relations with government and business. Five examples of college-campus links that have worked are as follows: (1) bringing students and professors to corporate headquarters for a 2-3 week seminar (Dana Corporation, Denison University, and Hillsdale College); (2) allowing corporate employees to take in-house courses toward a liberal arts degree (INA-University of Pennsylvania); (3) conducting a workshop in public relations for small college presidents

ED 221 183 IR 010 354

McNally, Tom Segal, Jane

Battle of the Library Superstars. A Videotape Script.

Ohio State Univ., Columbus. Libraries.

Pub Date-Jun 81

Note-17p.; Best copy available.

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Freshmen, College Libraries, Higher Education, Indexes, *Library Catalogs, Library Collections, *Library Instruction, *Library Services, *Library Skills, Online Systems, Scripts, *Search Strategies, Undergraduate Students, Videotape Recordings

Identifiers-Library of Congress Subject Headings

In this videotape script, a parody of a television sports competition serves as a vehicle for introducing college freshmen to the Ohio State University Library System and to the concept of search strategy. In the script, two student contenders participate in three events: the card catalog combat,'' the magazine mania,'' and the Library Computer System shootout.'' In the process the function of Library of Congress Subject Headings, the use of indexes, and information retrieval via online catalog systems are introduced. The competition'' is interrupted by five commercials which describe various services offered to students through the library system, such as library orientation courses, reserve reading room usage, the provision of career information, the lending of art prints, and phone-in circulation and book renewal. (Author/JL)

ED 221 222 IR 050 000

Sager, Donald J.

The American Public Library. Research Report.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Report No.-OCLC/OPR/RR-82/1
Pub Date-15 Jun 82
Note-54p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Output Microfilm, Library Administration, *Library Automation, Library Collections, Library Expenditures, Library Facilities, Library Personnel, *Library Services, *Library Surveys, *Public Libraries, Public Television, Videotex
Identifiers-Library Funding, *Library Statistics, Library Users, Public Radio

This analysis of data from major library studies provides a wide range of information on public libraries in America in the 1970's. Following a discussion of the history and stated purpose of American public libraries, figures are presented for library size, population served, area served, governing bodies, financial support, revenue allocation, facilities, collection size, personnel employed, patron loans, reference services, interlibrary lending, and attendance by members of the public. A review of technology applications in public libraries includes discussion of public radio and television broadcasts, videotex, computer output microfilm (COM) catalogs, and automated services in the following areas: cooperative cataloging, circulation control, interlibrary lending, reference transactions, acquisitions, serials control, provision of automated film bookings, adoption of online public catalogs, provision of public access microcomputers, and use of computer-assisted instruction (CAI). A summary profile of typical American public libraries is provided. (Author/ESR)

ED 221 399 SE 039 211

Carnegie, John W.
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual Linn-Benton Community Coll., Albany, Oreg.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Nov 81
Grant-EPA-900953010
Note-42p.; Slide/tape program which accompanies this module is also available from Linn-Benton Community College.
Available from-Linn-Benton Community College, 6500 S.W. Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sampling, Teaching Guides, *Training Methods, *Waste Water, Water Quality, *Water Treatment

A brief overview of the basic concepts and philosophies for sampling water and waste water systems is presented in this module. The module is not intended to specify sampling procedures, frequencies, or locations for specific treatment facilities but rather to outline those general procedures which should be followed when sampling under most circumstances. The instructor's manual contains a statement of instructional goals, lists of instructor/student activities and instructional materials, lecture outline, narrative of the slide/tape program used with the module, overhead transparency masters, and student worksheet (with answers). The student workbook contains objectives, list of references, worksheet, and procedures demonstrating how to select a sample site and to collect and preserve a sample for the more common operational control tests. No special prerequisite skills are needed before the module is started. (Author/JN)

ED 221 521 SP 021 052

Gillis, M. K. Griffin, Barbara

Preservice Teachers: Knowledge & Attitudes about Women.

Pub Date-Apr 82
Note-13p.; Paper presented at the Annual Convention of the International Reading Association (27th, Chicago, IL, April 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Education Majors, *Employed Women, *Females, Higher Education, *Knowledge Level, Nontraditional Occupations, Preservice Teacher Education, *Sex Bias, Sex Fairness, Sex Role, Social Attitudes, *Student Attitudes

Preservice teachers' attitudes toward the roles of women in society and their knowledge about women and the world of work were examined. Three groups each consisting of 30 undergraduate education students majoring in early childhood education, elementary education, and secondary education were surveyed. Questionnaire responses were analyzed to determine: (1) How knowledgeable are today's preservice teachers about women and the world of work? (2) What are their attitudes toward women's roles in society? (3) Are there differences among education majors in knowledge and attitudes? and (4) What is the relationship between knowledge and attitude? The results indicated that the preservice teachers were moderately knowledgeable about women and the world of work and moderately accepting of nontraditional, sex-fair roles for women. There were no significant differences in responses based upon the students' chosen education major. There was a moderate positive relationship between knowledge and attitudes for each of the groups. Teacher educators should focus attention on assisting future teachers in becoming aware of sex role attitudes and the subsequent impact these attitudes have on students' achievement aspirations and career and life choices. (JD)

ED 221 579 TM 820 608

Gabriel, Roy M.

Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.

Pub Date-Mar 82
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, *Data Analysis, *Early Childhood Education, Models, *Program Evaluation, *Research Methodology, *Research Problems, Statewide Planning
Identifiers-Aggregation (Data), Evaluation Problems, Oregon, RMC Models, Sample Size, *Title I Evaluation and Reporting System, *Value Added Model

Data from 86 Early Childhood Education (ECE) projects in Oregon were analyzed using methods prescribed by the Value Added model for ECE evaluation. The extent to which appropriate model implementation procedures were followed is unknown. Thus, the results represent an empirical account of the model's estimates of project impact, rather than a rigorous test of the validity of the model. In these data, estimates of student's cognitive growth rates at the project level were highly unstable, primarily due to a preponderance of small sample sizes. Methods of aggregating data across projects were examined, with resultant estimates gaining stability, but still seemingly low. Comparisons of the Value Added model's estimate with that of the Title I Evaluation and Reporting System Norm Referenced model supported this contention. Other issues explored in these data were standardizing the outcome metric for large scale reporting purposes, the utility of additional student background information on the model's estimate of growth rate and the characteristics of the variety of 18 tests represented, whose content, administration and scoring influenced the applicability of the model. (Author/PN)

ED 221 599 TM 820 637

Masters, Geoff N.
Looking Ahead in Educational Testing and Assessment.
Western Australia Education Dept., Perth.
Pub Date-29 Apr 82
Note-54p.; Paper presented to the Western Australian Institute for Educational Research (Perth, Western Australia, April 29, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Assisted Testing, *Educational Innovation, *Educational Testing, Elementary Secondary Education, *Individual Differences, Instructional Development, *Measurement Techniques, Student Evaluation, Test Construction, Testing Problems, Test Reliability, *Test Use
Identifiers-Tailored Testing

Limitations seen in traditional educational procedures are discussed, and three new directions are suggested as being important emphases for testing. A new perception of measurement in which children have positions along particular concept dimensions or lines'' is discussed in terms of traditional testing notions including variables, item banks and test reliability. This new perception could change how educators think about differences among individuals. The direction toward increasing recognition of the individual as the center of testing is suggested. The influence of this shift on test construction; the assessment of performance consistency; and the development of more informative performance reporting and test fairness on an individual basis are discussed. The trend toward making the learning process the focus of testing is the third development considered, and the role of the microcomputer in the integration of learning and testing is examined. A projected computer session on a patient management problem illustrates the implications of the concepts discussed. (CM)

Oregon Community College Tables, 1966-1981.

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Pub Date-Aug 82
Note-49p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Programs, *Community Colleges, *Educational Finance, *Enrollment Trends, *Financial Support, Full Time Equivalency, Income, Program Costs, State Surveys, Tax Rates, Two Year Colleges, *Two Year College Students
Identifiers-*Oregon

Nine data tables summarize various aspects of the community college program in Oregon from 1966-67 through 1980-81, providing information for each college as well as statewide totals. Table 1 indicates headcount and full-time equivalent (FTE) enrollment by major instructional program (i.e., lower division, vocational education, other reimbursable programs, all reimbursable programs, and non-reimbursable and separate contract programs). Table 2 presents student full-time equivalencies for summer, fall, winter, and spring terms, offers yearly totals, and indicates reimbursable FTE. Unduplicated student headcount is shown in table 3 for lower division, vocational education, and other reimbursable and non-reimbursable programs. Table 4 presents total FTE and unduplicated headcount for each college and indicates what percentage of the state enrollment totals these figures represent. Tables 5 and 6 provide data on FTE increases by institution and by instructional program. In table 7 approved operating costs are indicated in terms of program FTE, reimbursable FTE, reimbursable program

ED 221 279 PS 013 049

Durham, Marian B. And Others

Women, Families, and Prison.

Governor's Advocacy Council on Children and Youth, Raleigh, NC.
Pub Date-Jun 81
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Correctional Institutions, Heads of Households, *Mothers, *Parent Child Relationship, *Prisoners, Program Descriptions, *Program Improvement, Questionnaires, Surveys
Identifiers-North Carolina, Prison Reform

Services to imprisoned women under the age of 21 and the effects of incarceration on inmate mothers and their children are the two major subjects discussed in this report of a study conducted at the two state prison facilities for women in North Carolina. Information on these topics was obtained through site visits, interviews with staff and inmates, reviews of inmates' educational files, inmate statistical profiles, and a questionnaire. In part 1 of the report, educational, vocational, and psychological services, as well as recreation programs at the two facilities, are described. Conditions at the prisons are briefly compared, descriptive statistics on the inmate populations are provided, and elements of orientation and release programs are traced. Based on inmates' responses to the survey questionnaire, part 2 of the report provides descriptive data about the women and their children, giving an overview of programs at correctional facilities in other states which allow inmates greater contact with their children. Alternatives to incarceration are proposed. Among several recommendations offered are the suggestions that the current visiting schedule, which is totally unacceptable, be changed immediately and that reasonable alternatives to incarceration for women not a danger to society be developed. Related material, including the questionnaire filled in with frequency data, is appended. (RH)

ED 221 299 PS 013 075

Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare.

Johnson Foundation, Inc., Racine, Wis.
Pub Date-82
Note-12p.
Available from-The Johnson Foundation, Box 547, Racine, WI 53401 (free of charge).
Pub Type- Opinic Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conferences, Eligibility, Federal Aid, Federal State Relationship, *Finance Reform, *Government Role, Objectives, *Policy Formation, Position Papers, *Public Policy, *Welfare Services
Identifiers-*Aid to Families with Dependent Children, *Federalism

This paper the outcome of a conference and subsequent consultations involving a majority of the nation's former Secretaries of Health, Education, and Welfare recommends the revision of the present program of Aid to Families with Dependent Children. A brief overview of the United States welfare system and a detailed list of eight charges made against the system precede a summary statement of policy objectives for optimum welfare program reform. Proposed changes believed to represent a creative and realistic form of federalism are then offered. The key features of the recommendations include national eligibility standards, national minimum benefit levels, federal funding of those minimum benefit levels, and retention and strengthening of state/local program administration and service delivery. (RH)

ED 221 319 RC 013 590

Doerhoff, Ray

A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.

Pub Date-81

Note-10p.

Available from-Ray Doerhoff, Box 68, St. Elizabeth R-4 Schools, St. Elizabeth, MO 65075 ($1.00).

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Committees, *Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Integrated Curriculum, *Local Issues, Local Norms, *Relevance (Education), *Small Schools

The paper outlines a systematic approacn to curriculum study and revision for small schools based on three assumptions: (1) it is financially more practical to develop curriculum for groups or classes than for individuals; (2) most small school districts do not have resources to write their own curriculum and prepare their own curriculum materials; and (3) the next best solution is to adapt commercially prepared curriculum materials to local needs. It is suggested that one person be assigned responsibility for coordinating curriculum activities and for the critical constant monitoring during the first year of use of any new program.'' A revision schedule is proposed which allows for

ED 221 338 SE 035 008

LeBlanc, John F. And Others

Multiplication and Division. Mathematics-Methods Program Unit.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-201-14610-x
Pub Date-76
Grant-NSF-GY-9293
Note-153p.; For related documents, see SE 035 006-018.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algorithms, College Mathematics, *Division, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Learning Activities, *Mathematics Instruction, *Multiplication, *Preservice Teacher Education, Problem Solving, Supplementary Reading Materials, Textbooks, Undergraduate Study, Workbooks
Identifiers-*Mathematics Methods Program

This unit is 1 of 12 developed for the university classroom portion of the Mathematics-Methods Program (MMP), created by the Indiana University Mathematics Education Development Center (MEDC) as an innovative program for the mathematics training of prospective elementary school teachers (PSTs). Each unit is written in an activity format that involves the PST in doing mathematics with an eye toward application of that mathematics in the elementary school. This document is one of four units that are devoted to the basic number work in the elementary school. In addition to an introduction to the unit, the text has sections on the conceptual development of multiplication and division, developing the basic multiplication and division facts, and computational algorithms for multiplication and division. (MP)

ED 221 359 SE 039 113

Piestrup, Ann M.

Early Learning of Logic and Geometry Using Microcomputers: Final Report.

Learning Company, Portola Valley, CA.
Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
Pub Date-Jul 82
Grant-NSF/NIE8012510
Note-201p.; The three learning games are available on floppy diskette for an Apple II Computer. Diskettes entitled Logic Tools.
Available from-The Learning Company, 4370 Alpine Rd., Portola Valley, CA 94025 ($20.00)
Pub Type- Non-Print Media (100) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academically Gifted, *Computer Programs, *Educational Games, Elementary Education, Elementary School Mathematics, Games, Geometric Concepts, *Geometry, Gifted, *Logic, Mathematical Logic, *Microcomputers
Identifiers-*Mathematics Education Research

This document primarily consists of source code listings for software developed under a grant from the National Science Foundation and the National Institute of Education (NSF/NIE). The code contains the following learning games: (1) Turn and Match; (2) Logic Arcade; and (3) Logic Gates. Also included are an assembler for the 6502 microprocessor and subroutines for accessing a prototype children's keyboard. Not included is a proprietary graphics utility which is incorporated in each of the three games. This material was designed out of a collaboration of mathematics educators and programers that was aimed at creating logic and geometry programs that could be used by young gifted children. Attached to the listings of code is a short discussion of the project that contains the following major sections: (1) Abstract of Theses; (2) Public Citations and Reprints of Articles; (3) Data on Scientific

ED 221 419 SO 014 142

Earle, David D.

Allan Kownslar and the New Social Studies.

Pub Date-12 Feb 82
Note-32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, *Educational Change, *Educational History, Educational Trends, Inquiry, Relevance (Education), Secondary Education, Skill Development, Social Problems, *Social Studies, Textbook Content, Textbook Evaluation, United States Government (Course), United States History
Identifiers-*Kownslar (Allan O), New Social Studies

An examination of the secondary social studies textbooks written by Allan O. Kownslar from 1967 to 1980 reflects several of the major themes that have shaped social studies education since the sixties. The paper briefly surveys the political and pedagogical events that stimulated the proliferation of social studies curriculum projects in the 1960s. Then it examines Kownslar's work in detail. Criticism of the social studies curriculum in the 1950s and the early 1960s led to the creation of a number of social studies curriculum projects advocating a social science centered, inquiry approach to social studies and history. Kownslar's first major text, Discovering American History'' (1967), was written in the style of the project materials, emphasizing inquiry skills. However, over the years his texts changed to incorporate features to enhance the relevance of history and government for students and to foster their mastery of basic academic skills. A transition from scientific inquiry to basic information mixed with more reflected

ED 221 439 SO 014 274

Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979).

Berkeley Unified School District, Calif. Asian American Bilingual Center.
Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
Pub Date-31 Oct 79
Grant-NIE-G-79-0010
Note-20p.; For a related document, see SO 014 275.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, Communications, *Educational Research, *Institutes (Training Programs), Internship Programs, Program Descriptions, Program Evaluation, Research Skills, Skill Development, *Summer Programs

This performance report of the Summer Institute for Advanced Study on Educational Research for Asian Americans describes and evaluates the activities conducted from November 1, 1978 through October 31, 1979. The primary object of the project was to increase the participation of Asian Americans in the field of educational research and development. Specifically, the project sought to establish an informal communication network among researchers interested in educational research, to create a forum for the exchange of knowledge and discussion of challenging

ED 221 483 SP 020 825

Goodwin, Laura D. Igoe, Judith B.

An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.

Pub Date- 82
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comics (Publications), Consumer Education, Elementary Education, *Elementary School Students, Grade 5, *Health Education, Health Materials, Instructional Films, *Instructional Materials, *Patient Education, Physical Examinations, Physician Patient Relationship, Primary Health Care, *Program Evaluation, Self Care Skills, Student Participation

The relative effectiveness of two types of health education materials developed for children in grades 4 through 6 was evaluated. Materials tested were a comic book and a slide tape presentation, both of which emphasized a participatory role as health consumer. A total of 278 students, in 8 fifth-grade classes, participated. Students were randomly assigned into four groups: (1) comic book only; (2) slide tape units only; (3) comic book and slide tape; and (4) traditional health education films (control). The relative effectiveness of the comic book and slide tapes was tested in four 1-hour class sessions. The sessions dealt with what it is like to be a consumer, learning about oneself, asking questions and listening, helping to decide what to do, and taking care of oneself on a daily basis. All students compiled personal health records and learned about physical examinations. The effectiveness of the materials was demonstrated in both cognitive and affective test results. Knowledge scores increased according to the amount of innovative materials presented. Reaction questionnaire results showed generally positive opinions of the materials, with the comic book rated especially positive. (Authors/JD)

ED 221 540 SP 021 106

Fullan, Michael

Implementing Educational Change: Progress at Last.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Feb 82

Note-43p.; Paper presented at the National Invitational Conference, Research on Teaching: Implications for Practice'' (Warrenton, Va, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *Adoption (Ideas), *Change Strategies, Community Characteristics, Cooperative Planning, *Educational Change, Educational Environment, Elementary Secondary Education, Peer Relationship, Problem Solving, *Program Design, *Program Implementation, *School Districts, Teacher Characteristics

In an examination of the implementation of educational change, a discussion is presented on the purpose, meaning, and context of change. Consideration is given to the value of change, its benefits and feasibility, and the capacity for implementation. In the second section of the paper, 14 factors related to the implementation of change in schools are summarized, and corresponding research on these factors is cited. In discussing the characteristics of the change itself, the factors of need, clarity, complexity, quality, and practicality are examined. Six factors influencing the characteristics of change at the school district level are discussed: (1) the district's history of innovative attempts; (2) the adoption process; (3) district administrative support; (4) staff development and participation; (5) time-line and information systems; and (6) community characteristics. In discussing the school level factors relating to change, the role of the principal, teacher-teacher relationships, and teacher characteristics and orientations are singled out as factors for consideration. The last set of factors are considered under the label of assistance external to

ED 221 128 HE 015 474

Grossman, Lawrence K.

Coming Together Public Television and Higher Education.

Pub Date-30 Apr 82
Note-15p.; Talk presented to the National Telecourse Conference (Dallas, TX, April 30, 1982).
Available from-Educational Services, Public Broadcasting Service, 475 L'Enfant Plaza, S.W., Washington, DC 20024.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, Broadcast Industry, *College Role, Cooperative Programs, Credit Courses, Educational Quality, Educational Television, *Higher Education, Mass Media, Noncredit Courses, Nontraditional Education, Professional Continuing Education, *Programing (Broadcast), *Public Television, Standards, Student Needs, *Telecourses
Identifiers-*Public Broadcasting Service

The partnership between public television and higher education is addressed by the president of Public Broadcasting Service (PBS). Both higher education and public television seek to expand and enhance adult learning, and both are threatened financially in the pursuit of this mission. The student body of colleges and universities is getting older:

ED 221 162 IR 010 333

Benedict, Marjorie A.
Library Signs and the Disabled.
Pub Date- 79
Note-18p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accessibility (for Disabled), *Disabilities, *Evaluation Criteria, Guidelines, *Libraries, Library Standards, Safety, *Signs
Identifiers-*International Signs and Symbols, Users

This essay outlines general criteria for evaluating the effectiveness of an existing or proposed sign system for libraries with respect to the needs of physically disabled library users, specifically the deaf, the blind, and those confined to wheelchairs. The function of the International Symbol of Access is described, and design considerations relating to the clarity and conspicuity of sign systems are summarized. Relevant standards for the evaluation of library sign systems are mentioned. An instrument for the evaluation of library sign systems for the disabled, reproduced from a publication of the State University of New York Construction Fund, is included with the text, as are illustrations of the International Symbol of Access, the Helvetica semi-bold typeface (especially legible, and thus appropriate for use on signs), signs for room identification, and signs indicating the location

ED 221 204 IR 010 379

Stafford, Robert

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13.

National Library of Australia, Canberra.
Report No.-ISBN-0-642-99209-6
Pub Date-80
Note-52p.
Available from-Sales and Subscriptions Unit, National Library of Australia, Canberra, ACT 2600, Australia ($3.75).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts, Computer Output Microfilm, Cooperative Programs, Feasibility Studies, Foreign Countries, *Indexes, *Indexing, Library Cooperation, National Libraries, *Newspapers, Online Systems, Publishing Industry, Subject Index Terms, Thesauri

ED 221 241 JC 820 431

Juergens-Ellsworth, Jan And Others

Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.

Milwaukee Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jun 80

Note-56p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Education Work Relationship, *Employment Qualifications, Inservice Education, *Minimum Competencies, Readability Formulas, *Reading Ability, *School Business Relationship, Teacher Workshops, Textbook Evaluation

A project was undertaken at Milwaukee Area Technical College (MATC) to involve business and industry representatives in defining minimal reading competencies for job entrance, retention and promotion. Project activities included the following: (1) a workshop entitled, Business Speaks to Education,'' during which business education and reading instructors, administrators, counselors, and reading specialists articulated reading needs and goals; (2) participation in the Milwaukee

ED 221 380 SE 039 180

Sturgess, Keith

Direct Current Series Circuits: An Educational Module.

Pub Date-Oct 82
Note-34p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Science, *Electric Circuits, *Electricity, Higher Education, Learning Modules, *Physics, *Remedial Instruction, Science Education

This module was developed as remedial material for physics students who have difficulty understanding concepts of circuits and calculating resistances, and voltage drops and currents. Lists of prerequisite skills and instructional objectives are followed by a pretest (with answers). Students are directed to the subject matter in the module based on the number of and what questions were missed in the pretest. Objectives include defining the nature and operation of a battery; defining voltage, current, resistance, and direct current; calculating

ED 221 458 SP 020 501

Miller, Sayers

Athletic Training Education at the Crossroads.

Pub Date-82

Note-9p.; In: Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association.

Available From-Not available separately; see SP 020 500.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Admission Criteria, *Athletes, Clinical Experience, *Curriculum, Higher Education, Physical Education, *Professional Continuing Education, *Program Development, Program Evaluation, Student Evaluation, Teacher Certification, *Trainers

Identifiers-*Athletic Trainers

An overview is presented of the current state of athletic training education. In examining the quality of the curriculum offered for the preparation of athletic trainers, it is noted that a background in such basic sciences as anatomy and physiology is essential and that

ED 221 184 IR 010 355

Kessler, Julia Boone

Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.

Pub Date- 81

Note-30p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, *Cataloging, *Classification, Comparative Analysis, Indexing, *Learning Resources Centers, Library Collections, Library Materials, Literature Reviews, *Nonprint Media, *Public Libraries, *School Libraries

Identifiers-New York

Using decision points from Esther Piercy's Commonsense Cataloging'' as a framework for analysis, this paper compares the opinions of experts

ED 221 223 IR 050 001

Saye, Jerry D.

AACR2 An Introduction with a Difference.

Pub Date-81

Note-23p.; Paper presented at the Annual Conference of the Catholic Library Association.

Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cataloging, Comparative Analysis, Guidelines, *Microforms, *Nonprint Media

ED 221 503 SP 020 988

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
Saint Paul Public Schools, Minn.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-94p.; For related documents, see SP 020 985-993.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($4.00; $56.00 for complete set of nine documents).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Annotated Bibliographies, Asian Americans, *Audiovisual Aids, Blacks, Cultural Differences, *Educational

ED 221 619 UD 022 501

Escobedo, Theresa H.

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.

Texas Univ., Austin.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-31 Dec 81

Grant-G-78-0227

Note-17p.; For a related document see ED 192 630.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, Educational Researchers, *Females, Financial Support, Graduate Students, Higher Education, Information

Abdomen (Human Anatomy)
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//

Ability Grouping
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study. ED 220 968

Aboriginal People
Minority Student Response to the Anthropology of Asian Black Populations. Revised. ED 221 629

Abstract Reasoning
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual. ED 221 387

Abstracts
Resources in Education (RIE). Volume 18, Number 2. ED 220 566

Academic Achievement
An Analysis of Student Success.'' ED 221 498
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alterrative Discriminant Function Methodology. ED 221 150
Background Information for Viewing Racial Differences in SAT Scores. ED 221 302
Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628
Cognitive Attainment of Learners of Student Teachers Across Two Units of Study. ED 221 525
Criterion-Referencing of Performance by Latent-Trait Scaling. ED 221 547
Duval County Follow Through Final Evaluation Report, 1981-1982. ED 221 602
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance. ED 220 747
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA. ED 220 644
Families That Work: Children In a Changing World. ED 221 631//
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools. ED 221 636
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms. ED 221 597
Programs of School Improvement: An Overview. ED 221 536
Research on the Self-Fulfilling Prophecy and Teacher Expectations. ED 221 530
School Achievement and Juvenile Delinquency: A Review of the Literature. ED 221 009
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions. ED 221 622
Success as Growth: But Growth Toward What? ED 221 497
Successful School Series. ED 221 640
Teaching Functions in Instructional Programs. ED 221 538
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time. ED 220 965
Usng Low Achievers to Tutor Reading and Mathematics. ED 221 003
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Academic Advising
Academic Support Services Programs in Higher Education. ED 221 079
Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979). ED 221 091
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978). ED 221 090

Academic Education
Business Communication and Leading Executives in the U.S. ED 220 906

Academic Libraries
California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries. ED 221 225

Academic Persistence
Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15. ED 221 367
Student Financial Aid and Persistence in College. ED 221 078
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611
What the Secondary Counselor Should Know about College Student Attrition. ED 220 765

Academic Records
Local District to MSRTS/SIS Cross-Referencing Assistance. ED 221 325

Academic Standards
Academic Fraud: A Threat to Quality. ED 221 107
Community College/University Articulation Policy. ED 221 242
Recruitment, Selection and Retention: The Shape of the Teaching Force. ED 221 541
Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2. ED 221 588

Academically Gifted
Early Learning of Logic and Geometry Using Microcomputers: Final Report. ED 221 359
Transfer, Honors and Excellence: Six Districts Spotlighted. ED 221 257
L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet. ED 221 021

Access to Education
Academic Support Services Programs in Higher Education. ED 221 079
Minority Access to Professional Education: A Selected Bibliography. ED 221 084
The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario. ED 221 092
Student Financial Aid and Persistence in College. ED 221 078
A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report. ED 220 623
A Tale of Three Cities: Boston, Birmingham, Hartford. ED 221 109

Accessibility (for Disabled)
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973. ED 220 588
Program Access Master Planning Guide. ED 220 589
Statewide Guidelines on Program Accessibility for Persons with Disabilities. ED 220 586
Summary of Architectural Standards and Requirements. ED 220 587
Transporting Handicapped Students. ED 221 000

Accountability
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress. ED 221 112
Professional Disclosure, Consumerism, and Counselor Preparation. ED 220 733
Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978). ED 221 076

Accounting
Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 583

Accreditation (Institutions)
Academic Fraud: A Threat to Quality. ED 221 107
Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards. ED 221 513

Accrediting Agencies
Academic Fraud: A Threat to Quality. ED 221 107

Acculturation
A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context. ED 221 608

Achievement
Investigations in Science Education, Volume 8, Number 3. ED 221 360

Achievement Gains
Academic Achievement of LEP Students After Reclassification: A Southern California Study. ED 221 313

Achievement Tests
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public. ED 221 560
Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1. ED 221 589
Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5. ED 221 562
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing. ED 221 573

Action Research
Collaborative Research. ED 221 531

Adapted Physical Education
Cherokee County Curriculum Guide for Teachers of the Severely Handicapped. ED 221 008
Physical Education for Special Populations: Beyond P. L. 94-142. ED 221 515

Addition
Addition and Subtraction. Mathematics-Methods Program Unit. ED 221 337
Syntax and Semantics in Learning to Subtract. ED 221 386

Adjustment (to Environment)
Private Self-Consciousness as an Adaptation Strategy. ED 220 779
Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla. ED 221 635
The Remigration of the Puerto Rican Student as a Factor in School Adjustment. ED 221 639
Rural Practice: Getting In, Keeping Up, Getting Out. ED 221 324
The Social Side of Schooling: Ecological Studies of Classrooms and Schools. ED 221 532
Student Teaching Survival Kit. ED 221 484
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student. ED 221 627

Administration for Native Americans
Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Administrative Organization
Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States. ED 221 171

Administrative Policy
Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations. ED 221 517
St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual. ED 221 168

Administrator Attitudes
An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended. ED 220 991//
The Business Environment for Housing Officers: Assumptions for the 1980's. ED 221 104
Describing the Concerns Principals Have about Facilitating Change. ED 220 960
An Evaluation of the Police Liaison Program. Research Report 81-08. ED 221 615
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors. ED 220 673

Administrator Characteristics
Climbing the Career Ladder: A Research Study of Women in School Administration. ED 220 984
District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style. ED 220 953//
Successful School Series. ED 221 640

Administrator Education
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation. ED 220 737

Administrator Responsibility
Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts. ED 220 909
The Institutional Research Director: Professional Development and Career Path. ED 221 143
Summer Principals'/Directors' Orientation Training Module. ED 221 326

Administrator Role
District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style. ED 220 953//
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation. ED 220 737

Administrators
Business Communication and Leading Executives in the U.S. ED 220 906
Climbing the Career Ladder: A Research Study of Women in School Administration. ED 220 984
Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981). ED 221 106

Admission (School)
Admissions Handbook. Missouri Vocational-Technical Programs. ED 220 625
Admissions Model. Missouri Vocational-Technical Programs. ED 220 624
A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report. ED 220 623

Admission Criteria
Admissions Handbook. Missouri Vocational-Technical Programs. ED 220 625
Admissions Model. Missouri Vocational-Technical Programs. ED 220 624
Community College/University Articulation Policy. ED 221 242
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561
A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report. ED 220 623

Admissions Counseling
Preadmission Day for Older, Non-Traditional Students. ED 220 741

Adolescent Literature
Judy Blume and Beyond. ED 220 859

Adolescents
Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40. ED 220 769
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project. ED 221 516
Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth. ED 221 187
Judy Blume and Beyond. ED 220 859
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report. ED 220 775
Nutrition in Children's Sports. ED 221 479//
Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences. ED 221 263
Researches on Adolescent Thought: A Framework. ED 221 354
Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor. ED 220 753

Adoption
Initiating and Developing Minority Adoptive Parent Groups. ED 221 331
Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Adoption (Ideas)
Implementing Educational Change: Progress at Last. ED 221 540
Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II. ED 221 430

Adult Basic Education
An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education. ED 220 811
Fostering Success of Non-Traditional Students. ED 221 495
Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982. ED 220 654
Homebound/Cluster-A.B.E./ Special Demonstration Project-309. ED 220 607
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education. ED 220 606
Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982. ED 220 716

Adult Counseling
Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 . ED 220 785
Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982. ED 220 716

Adult Development
Competencies Needed in Marriage and Family Life by Category of Adult Development. ED 220 749
Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 . ED 220 785
Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44. ED 220 988//

Adult Education
Adult Education for the Handicapped. Information Series No. 240. ED 220 722
Learning Never Ends: Need for Lifelong Learning Programs. ED 221 499
Libraries and Adult Learners. ED 221 219
New Public Broadcasting Programs and Services. ED 220 924//
A Report of Selected Residential Continuing Education Centers in the United States. ED 221 075
Testing of a Program Evaluation Model: Final Report. ED 221 240

Adult Educators
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education. ED 220 606

Adult Independent Learner Project
Libraries and Adult Learners. ED 221 219

Adult Learning
The American Open University One Answer to the Technology and Curriculum Lag. ED 220 942//
The Central Educational Network's Postsecondary Service. ED 220 936//
Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241. ED 220 723
Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982. ED 220 716
The Processes of Self Directed Learning: A Study of Adult Language Learners. ED 221 065

Adult Literacy
Horry County Reading Crusade. Final Evaluation Report, 1981-82. ED 221 315

Adult Programs
Libraries and Adult Learners. ED 221 219

Adult Reading Programs
Horry County Reading Crusade. Final Evaluation Report, 1981-82. ED 221 315

Adult Students
Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2. ED 221 101
Coming Together Public Television and Higher Education. ED 221 128
CUNY Tech Continuing Education Annual Report, 1981-1982. ED 221 243
Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program. ED 221 085//
Preadmission Day for Older, Non-Traditional Students. ED 220 741
Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979). ED 221 077

Advance Organizers
Organizers That Compensate for Text Organization: Research With Application to Teaching Reading. ED 220 795
Pitfalls and Planning in Student Teaching. ED 221 520//

Advanced Composition
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course. ED 220 860

Advantaged
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Advertising
Advertising and Regulation during the New Deal Era, 1933-1941. ED 220 848
Perception of Women in Magazine Advertising. ED 220 780

Advisers
Student Advisement Guide: An Implementation of the Teacher/Advisor Program. ED 220 734

Advisory Committees
P.A.C. Training Guide Guia de Entrenamiento. ED 221 327
Working with Vocational Advisory Committees. Inservice Instructional Unit. ED 220 653

Aerospace Medicine
Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720

Affective Behavior
Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling. ED 220 759
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure. ED 220 745

Affective Measures
Teaching Teachers to Question Questions. ED 221 496

Affective Objectives
The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students. ED 221 607
Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students. ED 221 605
Evaluation of Two Alternatives Programs for Junior High School Students. ED 221 606

Affirmative Action
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981. ED 221 509
Minority Access to Professional Education: A Selected Bibliography. ED 221 084
Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership. ED 221 489

Africa
Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979). ED 221 176
Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154. ED 221 195

African History
African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''. ED 221 418

Age Differences
The Child's Representation of Number: A Multidimensional Scaling Analysis. ED 221 271
Developmental Changes in the Induction of Semantic Relations. ED 221 548
Perspectives on Death: A Developmental Study. ED 220 739
Reaction Time as a Predictor of PPVT Performance in Preschoolers. ED 221 306
Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44. ED 220 988//

Age Groups
Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125

Agency Cooperation
Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings. ED 220 982
Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs. ED 220 603
The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6. ED 220 667

Agency Role
Initiating and Developing Minority Adoptive Parent Groups. ED 221 331
Problems in Allied Health Continuing Education. ED 221 097

Aggression
Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions. ED 221 282

Aging (Individuals)
Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session. ED 220 672
Gerontology: A Bibliography of Selected Resources. ED 220 750
A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults. ED 220 761

Aging Education
Understanding Aging: A Curriculum for Grades K-6. ED 221 451

Agricultural Education
Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610
Community Colleges and Agricultural Education: Strategies for Serving a New Market. ED 221 256
Community Education in Montana. The Broadview Model. ED 221 310
Core II Materials for Rural Agricultural Programs. Units A-D. ED 220 689
Core II Materials for Rural Agriculture Programs. Units E-H. ED 220 690

Agricultural Engineering
Core II Materials for Rural Agriculture Programs. Units E-H. ED 220 690

Agricultural Laborers
Migrant Farmworkers and Their Attachment to Farmwork. ED 221 330

Agricultural Occupations
Core II Materials for Rural Agricultural Programs. Units A-D. ED 220 689

Agricultural Production
Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report. ED 220 608
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377
Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report. ED 220 609

Agricultural Trends
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377

Agriculture
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377

Aid to Families with Dependent Children
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare. ED 221 299

All Volunteer Armed Forces
Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session. ED 220 686

Allergy
Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package. ED 220 707
Shock & Anaphylactic Shock. Learning Activity Package. ED 220 706

Allied Health Occupations Education
Blood Pressure. Instructor's Packet. Learning Activity Package. ED 220 693
Blood Pressure. Learning Activity Package. ED 220 692
Confidentiality.'' Instructor's Packet. Learning Activity Package. ED 220 695
Confidentiality.'' Learning Activity Package. ED 220 694
Grooming. Instructor's Packet. Learning Activity Package. ED 220 697
Grooming Learning Activity Package. ED 220 696
Handwashing Technique. Instructor's Packet. Learning Activity Package. ED 220 699
Handwashing Technique. Learning Activity Package. ED 220 698
Nutrition. Instructor's Packet. Learning Activity Package. ED 220 701
Nutrition. Learning Activity Package. ED 220 700
Observation of Patient. Instructor's Packet. Learning Activity Package. ED 220 703
Observation of Patient. Learning Activity Package. ED 220 702
Oral Hygiene. Instructor's Packet. Learning Activity Package. ED 220 705
Oral Hygiene. Learning Activity Package. ED 220 704
Problems in Allied Health Continuing Education. ED 221 097
Psychiatric Aide II. Instructor's Guide. ED 220 605
Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package. ED 220 707

Shock & Anaphylactic Shock. Learning Activity Package. ED 220 706

The Surgical Scrub. Instructor's Packet. Learning Activity Package. ED 220 709

The Surgical Scrub. Learning Activity Package. ED 220 708

Syncope. What Is It? Instructor's Packet. Learning Activity Package. ED 220 711

Syncope. What Is It? Learning Activity Package. ED 220 710

Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package. ED 220 713

Temperature, Pulse, and Respiration. Learning Activity Package. ED 220 712

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package. ED 220 715

Using the Metric System in Health Careers. Learning Activity Package. ED 220 714

Alternative Energy Sources

Toward a Regional Geography of Renewable Electrical Energy Resources. ED 221 406

Alumni

Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program. ED 221 085//

American Association of State Colleges and Univs

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981). ED 221 108

American College Testing Program

Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment. ED 221 583

American Indian Education

Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238

American Indian History

Urban Indians: Patterns and Transformations. ED 221 329

We Are Metis. A Metis View of the Development of a Native Canadian People. ED 221 311

American Indians

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women. ED 221 506

Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach. ED 221 335

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232. ED 220 738

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida). ED 221 055

Minority Servicing Institutions: A Status Report. ED 221 132

Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights. ED 220 740

Self-Development for Native American Adults. ED 220 632

American Open University

The American Open University One Answer to the Technology and Curriculum Lag. ED 220 942//

Anaphylactic Shock

Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package. ED 220 707

Shock & Anaphylactic Shock. Learning Activity Package. ED 220 706

Anatomy

Anatomy and Selected Biomechanical Aspects of the Shoulder. ED 221 468//

Ancillary School Services

Accountability and Standards in Student Affairs. ED 221 260

A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611

Androgyny

Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators. ED 221 603

Occupational Sex Roles and Occupational Prestige. ED 220 767

The Relationship of Sex Roles and Marital Adjustment. ED 220 781

Symbols of Sexual Separation and Androgyny in Myth and Religion. ED 221 453

Anglo American Cataloging Rules

AACR2 An Introduction with a Difference. ED 221 223

Animal Caretakers

Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720

Animal Husbandry

Core II Materials for Rural Agricultural Programs. Units A-D. ED 220 689

Animals

The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49. ED 221 374

Antennas

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A ED 220 621

Anthropology

Minority Student Response to the Anthropology of Asian Black Populations. Revised. ED 221 629

Anxiety

An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course. ED 220 905

Perspectives on Death: A Developmental Study. ED 220 739

Appalachia (Monongalia Area)

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676. ED 221 333

Applied Mathematics

Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82. ED 220 627

Apprenticeships

Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction. ED 220 832

Aptitude Tests

Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public. ED 221 560

Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628

The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561

Aptitude Treatment Interaction

Aptitude-Treatment Interaction Research: Implications for Physical Education. ED 221 522

The Use of Within-Group Slopes as Indices of Group Outcomes. ED 221 553

Aquaculture

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982. ED 220 662

Arabs

Selected Bibliography of Arab Educational Materials, Vol. 4, No. 2, 1979. ED 221 438

Architecture

Summary of Architectural Standards and Requirements. ED 220 587

Area Health Education Centers

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement. ED 221 218

Arithmetic

First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom. ED 221 298

Arizona

Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report. ED 221 149

Arkansas Educational Assessment Program

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program. ED 221 571

Art Activities

Leisure Time Use in the South: A Secondary Analysis. ED 221 435

Articulation (Education)

Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting. ED 220 579

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education. ED 220 580

Community College/University Articulation Policy. ED 221 242

Improving Minority Students' Competencies: Strategies in Selected Colleges. ED 221 145

Articulation (Speech)

Dynamic Articulation of Vowels. ED 220 885

Asbestos

Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings. ED 220 911

Asepsis

The Surgical Scrub. Instructor's Packet. Learning Activity Package. ED 220 709

The Surgical Scrub. Learning Activity Package. ED 220 708

Asia

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11. ED 221 202

Asian Americans

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women. ED 221 507

Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628

The Self-Concept of Bilingual Asian-American Children. Professional Paper. ED 221 633

Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979). ED 221 439

Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980). ED 221 440

Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981). ED 221 441

Asian Blacks

Minority Student Response to the Anthropology of Asian Black Populations. Revised. ED 221 629

Asian Studies

Minority Student Response to the Anthropology of Asian Black Populations. Revised. ED 221 629

Aspiration

From High School to Adulthood: A Survey of South Carolina Young People. ED 221 321

Assessment Confrontation Strategizing Model

Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation. ED 220 986

Assessments of Performance in Teaching

Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching. ED 221 590

Assistant Principals

Training the Evaluation Expert: An Evaluator Returns to the Field. ED 221 572

Astronomy

1980-81 Graduate Student Survey. AIP Report. ED 221 095

Athletes

Anatomy and Selected Biomechanical Aspects of the Shoulder. ED 221 468//

The Athletic Foot and Its Import to Performance during Running. ED 221 470//

Athletic Training Education at the Crossroads. ED 221 458//

Developing Objective Criteria for Evaluating Student Athletic Trainers. ED 221 461//

Evaluating Student Athletic Trainers with Objective Criteria. ED 221 463//

Evaluating Student Clinical Performance. ED 221 462//

Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer. ED 221 471//

Implementing a Clinical Experience for Student Trainers. ED 221 459//

Implications of Tissue Healing to Treatment. ED 221 474//

Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//

Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//

Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association. ED 221 482//

Methods for Successfully Teaching Student Athletic Trainers. ED 221 466//

The Need for Subjectivity and Objectivity in the Athletic Training Evaluation. ED 221 464//

Nutrition in Children's Sports. ED 221 479//

Physiological Effects of Strength Training and Various Strength Training Devices. ED 221 477//

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980). ED 221 457//

A Proposed Athletic Training Curriculum Design. ED 221 467//

Salt, Water, and Athletes. ED 221 480//

Shoulder Problems in Athletes. ED 221 469//

Strength Training: Program Organization and Proper Neck Development. ED 221 478//

The Student Trainer Clinical Experience at Lock Haven State College. ED 221 460//

The Use of Drugs in Sports. ED 221 476//

Athletic Equipment

Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//

Sporting Goods. Fishing and Hunting Equipment. ED 220 591

Athletic Trainers

Athletic Training Education at the Crossroads. ED 221 458//

Developing Objective Criteria for Evaluating Student Athletic Trainers. ED 221 461//

Evaluating Student Athletic Trainers with Objective Criteria. ED 221 463//

Evaluating Student Clinical Performance. ED 221 462//

Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer. ED 221 471//

Implementing a Clinical Experience for Student Trainers. ED 221 459//

Implications of Tissue Healing to Treatment. ED 221 474//

Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//

Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//

Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association. ED 221 482//

Methods for Successfully Teaching Student Athletic Trainers. ED 221 466//

The Need for Subjectivity and Objectivity in the Athletic Training Evaluation. ED 221 464//

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980). ED 221 457//

A Proposed Athletic Training Curriculum Design. ED 221 467//

Strength Training: Program Organization and Proper Neck Development. ED 221 478//

The Student Trainer Clinical Experience at Lock Haven State College. ED 221 460//

Athletics

Physical Education and Sport: An Introduction. ED 221 511//

Physical Education and Sport in the Danish Schools. ED 221 519

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980). ED 221 457//

Atlanta Public Schools GA

Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4. ED 221 591

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5. ED 221 592

Attachment Behavior

Emotional Consequences of Child Abuse: The Attachment Relationship. ED 221 295

Attendance

The Effects of Contingency Management as a Means of Reducing Truancy. ED 221 642

Attention

Comprehension of an Unattended Prose Passage. ED 220 822

Attention Control

Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks. ED 221 529

Attitude Change

The Effects of Training in Writing as a Process on Teacher Attitudes toward Language. ED 220 844

From High School to Adulthood: A Survey of South Carolina Young People. ED 221 321

Attitude Measures

Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change). ED 221 037

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics. ED 220 825

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped. ED 221 552

Attitudes

Men and Women in Ships: Preconceptions of the Crews. ED 220 665

Attribution Theory

Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure. ED 220 745

Audience Response

Media Embedded Interactions. ED 220 887

The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World. ED 220 831

Audiolingual Methods

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series. ED 221 019//

Audiovisual Aids

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography. ED 221 503

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX. ED 221 384

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII. ED 221 352

Audiovisual Instruction

Media in Instruction: 60 Years of Research. ED 221 159

Auditory Perception

Comprehension of an Unattended Prose Passage. ED 220 822

Australia

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13. ED 221 204

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16. ED 221 207

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15. ED 221 206

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy. ED 220 575

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18. ED 221 209

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17. ED 221 [illegible]

The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14. ED 221 205

Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction. ED 220 832

Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978). ED 221 076

Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979). ED 221 077

School Libraries and Technology: A Sourcebook. ED 221 178

Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20. ED 221 211

TAFE Projects in Progress. No. 1. ED 220 657

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12. ED 221 203

The Use of Study Centres in Four Distance Education Systems. ED 220 666

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19. ED 221 210

Australia (Victoria)

The Free Kindergarten Union of Victoria, 1908-80. ED 221 304

Authors

Natalie Clifford Barney: An Annotated Bibliography. ED 220 847

Auto Mechanics

Diesel Mechanics: Electrical Systems. ED 220 630

Diesel Mechanics: Fuel Systems. ED 220 631

Diesel Mechanics: Fundamentals. ED 220 629

Auto Parts Clerks

Petroleum Marketing. Selling Automotive Products and Services. ED 220 592

Autoinstructional Aids

A Guide for Authoring and Programming Computer-Assisted Instruction. ED 220 661

Autonomy (Personal)

Constructivist Education: A Direction for the Twenty-First Century. ED 221 297

Aviation Technology

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2. ED 220 721

Barney (Natalie Clifford)

Natalie Clifford Barney: An Annotated Bibliography. ED 220 847

Basal Reading

The BASAL: What Does It Demand of the Beginning Reader? ED 220 809

Basic Skills

The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty. ED 221 494

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy. ED 221 564

Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity. ED 221 284

Improving Minority Students' Competencies: Strategies in Selected Colleges. ED 221 145

Incorporating Skills into Social Studies Programs, K-12. ED 221 407

Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1. ED 221 589

Local District to MSRTS/SIS Cross-Referencing Assistance. ED 221 325

Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5. ED 221 562

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A. ED 220 677

Profiles of Performance in the Wichita Public Schools, 1980-1981. ED 221 587

Secondary Vocational Education, Basic Skills, and Employment. Revised. ED 220 617

Basic Skills Improvement Policy (Massachusetts)

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy. ED 221 564

Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy. ED 221 563

Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1. ED 221 589

Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5. ED 221 562

Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2. ED 221 588

Battered Women

Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman. ED 220 732

Beginning Reading

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982). ED 220 802//

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness. ED 220 808

Beginning Teachers

The National Teacher Examinations (NTE) Common Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE. ED 221 518

Behavior

Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development. ED 221 291

Behavior Change

Nutrition Education Research: Directions for the Future. Proceedings . ED 221 405//

Behavior Modification

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves). ED 221 034

Eliminating Self-Defeating Behaviors: New Group Procedures. ED 220 743

Behavior Patterns

Elderly Multiple Victims: More Frequent than Commonly Thought? ED 220 760

Teacher-Student Communication in a Multicultural Classroom. ED 221 493

Behavior Problems

Cherokee County Curriculum Guide for Teachers of the Severely Handicapped. ED 221 008

Behavior Rating Scales

Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years. ED 221 013

Behavioral Objectives

Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6. ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9. ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3. ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12. ED 220 574

The Need for Subjectivity and Objectivity in the Athletic Training Evaluation. ED 221 464//

RIM Reading Skills Guide. Revised. ED 220 790

Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom. ED 221 253

Behavioral Science Research

Rx for OTC Users: Improved Health Education. ED 220 902

Beliefs

Religious Orientation and the Concepts of God Held by University Students. ED 220 757

The Religious Orientation of College Students. ED 220 758

Belize

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series. ED 221 016

Belizean Creole: Glossary. Peace Corps Language Handbook Series. ED 221 017

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series. ED 221 015

Bem Sex Role Inventory

Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators. ED 221 603

Bias

Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81. ED 220 762

Bibliographies

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16. ED 221 207

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12. ED 221 203

Bilingual Education

Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models. ED 221 051

Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft. ED 221 567

Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design. ED 221 566

Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation. ED 221 568

Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management. ED 221 569

Data Collection and Language Assessment Policy. ED 221 033//

Electricity. A Bilingual Text Electricidad. Un Texto Bilingue. ED 220 567

Foreign Language and Bilingual Assessment: Issues Approaches. ED 221 029//

Issues in International Bilingual Education: The Role of the Vernacular. ED 221 018//
Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981). ED 221 023
Language Proficiency Assessment: Research Findings and Their Application. ED 221 025//
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers. ED 221 053
Metalworking. A Bilingual Text Trabajo en Metal. Un Texto Bilingue. ED 220 568
A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82. ED 220 634
Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations. ED 221 517
Sociolinguistic Foundations of Language Assessment. ED 221 024//
State and Federal Programs for Special Student Populations. ED 220 970
Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue. ED 220 569

Bilingual Education Programs
Data Collection and Language Assessment Policy. ED 221 033//
Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2. ED 221 057
A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context. ED 221 608

Bilingual Students
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft. ED 221 567

Bilingual Teachers
Integrating Language Assessment with Teaching Performance in Subject Areas. ED 221 030//
Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs. ED 221 032//

Bilingualism
Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs. ED 221 565
Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2. ED 221 057
Issues in International Bilingual Education: The Role of the Vernacular. ED 221 018//
Obligatory Processing of Words in Two Languages by Bilinguals. ED 221 058

Biochemistry
The Rationale for Joint Mobilization. ED 221 473//

Biology
A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities. ED 221 093

Biomedicine
Puerto Ricans in Science and Biomedicine: Report of a Conference. ED 221 350

Black Colleges
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile. ED 221 133
Improving Minority Students' Competencies: Strategies in Selected Colleges. ED 221 145
Minority Servicing Institutions: A Status Report. ED 221 132

Black Influences
African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''. ED 221 418

Black Leadership
Black Feminism and Race Uplift,'' 1890-1900. Working Paper. ED 221 445
Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper. ED 221 444

Black Power
Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper. ED 221 444

Black Students
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile. ED 221 133
Characteristics of Black Postsecondary Students. ED 221 124
The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report. ED 221 073

Black Youth
NIE Roundtable on Urban Reading. Final Report. ED 220 794

Blacks
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored. ED 221 508
An Assessment of the Chicago Board of Education's Desegregation Plan. ED 221 620
Black Feminism and Race Uplift,'' 1890-1900. Working Paper. ED 221 445
Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper. ED 221 644
The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective. ED 221 630
If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper. ED 221 443
Minority Student Response to the Anthropology of Asian Black Populations. Revised. ED 221 629
Perception of Parent-Child Interaction in Three-Generational Black Family. ED 221 281

Blindness
Adult Education for the Handicapped. Information Series No. 240. ED 220 722

Block Grants
Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Blood Pressure Determination
Blood Pressure. Instructor's Packet. Learning Activity Package. ED 220 693
Blood Pressure. Learning Activity Package. ED 220 692

Blooms Taxonomy
Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom. ED 221 253

Blume (Judy)
Judy Blume and Beyond. ED 220 859

Board Administrator Relationship
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255

Board of Education Policy
Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association. ED 220 683

Body Language
The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show. ED 220 901
Relational Messages Associated with Nonverbal Behaviors. ED 220 876

Body Weight
Nutrition in Children's Sports. ED 221 479//
Salt, Water, and Athletes. ED 221 480//

Brain Hemispheres
Reaction Time as a Predictor of PPVT Performance in Preschoolers. ED 221 306

Broadcast Education Association
Curricular Dimensions of Broadcast Education. ED 220 884

Broadcast Industry
Curricular Dimensions of Broadcast Education. ED 220 884
Public Understanding of Science. Summary of Grants and Activities 1976-1981. ED 221 369

Broadcasting Curriculum
Curricular Dimensions of Broadcast Education. ED 220 884

Broadway Plays
Interpreters Theatre as Confirmed by New York Productions. ED 220 893

Brookline Early Education Project
Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project. ED 221 585

Budgeting
School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting. ED 220 912
Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report. ED 220 609
Zero-Base Budgeting: A Management Tool for School Districts. ED 220 907

Budgets
Annual School-Based Program Budget. 1982-83 Planning and Budgeting for Educational Management. Prototype. ED 220 977

Building Design
Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B. ED 220 678

Building Operation
Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities. ED 220 914
Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings. ED 220 911

Bus Drivers
Transporting Handicapped Students: Driver Manual. ED 221 001

Bus Transportation
Transporting Handicapped Students: Driver Manual. ED 221 001

Business
Career Education: Collaboration with the Private Sector. Information Series No. 246. ED 220 728
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 . ED 220 746
No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future. ED 221 163
The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14. ED 221 205
Revenue Diversification: A New Source of Funds for Community Colleges. ED 221 251

Business Administration
Petroleum Marketing. Selling Automotive Products and Services. ED 220 592

Business Administration Education
The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report. ED 221 073

Business Communication
Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 585
Business Communication and Leading Executives in the U.S. ED 220 906

Business Education
Business Communication and Leading Executives in the U.S. ED 220 906

Business English
Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 585

Business Skills
Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 583
Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education. ED 220 580

Butler (Edith)
L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet. ED 221 021

Cabinetmaking
Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue. ED 220 569

Cable Television
Managing the Development of the Public Telecommunications Center, Spokane, Washington. ED 220 933//

Calculus
The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506. ED 221 381

Caldecott Award
Sex-Role Stereotyping in Caldecott Award Books. ED 220 870

Calibration
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination. ED 221 570

California
California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries. ED 221 225
Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981). ED 221 217
Fee Contingency Plan. ED 221 246
Fee Contingency Plan Background and Issues. ED 221 245
The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications. ED 220 685
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973. ED 220 588
Making the Case for Changing Public Policy. ED 220 928//
Program Access Master Planning Guide. ED 220 589
Statewide Guidelines on Program Accessibility for Persons with Disabilities. ED 220 586

California Achievement Tests
Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5. ED 221 592

California Psychological Inventory
Personality Variables in Female Homosexuality. ED 220 766

California State University and Colleges
CSU Standard for the CLSI Expanded Title Record. ED 221 188

Cambodians
Orientation to Employment in the U.S. for Refugees Khmer. ED 221 048

Canada
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance. ED 220 747
Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981). ED 221 103//
Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada. ED 221 174
The Institutional Research Director: Professional Development and Career Path. ED 221 143
Patriotic Observances. Grades K-6. ED 221 429
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses. ED 221 609
A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context. ED 221 608

Canada Natives
We Are Metis. A Metis View of the Development of a Native Canadian People. ED 221 311

Capital
Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report. ED 220 608

Carbon Dioxide
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 398

Cardiovascular System
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//

Career Awareness
Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources. ED 220 664

Career Choice
The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5. ED 221 491

Career Counseling
Career Education Activities in Colorado Higher Education. ED 220 719
NATCON 1 CONNAT 1. ED 220 614
NATCON 2 CONNAT 2. ED 220 615
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA. ED 220 649

Career Development
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247. ED 220 729
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 . ED 220 746
NATCON 1 CONNAT 1. ED 220 614

Career Education
Career Education Activities in Colorado Higher Education. ED 220 719
Career Education: Collaboration with the Private Sector. Information Series No. 246. ED 220 728
Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6. ED 220 572
Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9. ED 220 573
Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3. ED 220 571
Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12. ED 220 574
Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association. ED 220 683
Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report. ED 220 995
Status of Statewide Career Information Delivery Systems. ED 220 668
Survey of Career Information Systems in Secondary Schools. Final Report of Study 1. ED 220 663

Career Exploration
Women in Nontraditional Careers (WINC) Curriculum Guide. ED 220 598

Career Guidance
Career Education Activities in Colorado Higher Education. ED 220 719
Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9. ED 220 573
Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12. ED 220 574
NATCON 2 CONNAT 2. ED 220 615
Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science. ED 221 328
A Training Guide for Peer Group Counselors. Revised. ED 220 763

Career Information Systems
Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources. ED 220 664
Status of Statewide Career Information Delivery Systems. ED 220 668

Career Ladders
The Institutional Research Director: Professional Development and Career Path. ED 221 143
Recruitment, Selection and Retention: The Shape of the Teaching Force. ED 221 541

Career Paths
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 . ED 220 746

Career Planning
Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979). ED 221 091
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978). ED 221 090
NATCON 1 CONNAT 1. ED 220 614
Women in Nontraditional Careers (WINC) Curriculum Guide. ED 220 598

Carpentry
Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B. ED 220 678
Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A. ED 220 677

Case Management
Rural Practice: Getting In, Keeping Up, Getting Out. ED 221 324

Catalog Conversion
Cooperative Catalog Conversion Study. Final Report. ED 221 170

Cataloging
AACR2 An Introduction with a Difference. ED 221 223
Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice. ED 221 184
Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16. ED 221 207
Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual. ED 221 226
CSU Standard for the CLSI Expanded Title Record. ED 221 188
Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15. ED 221 206
Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154. ED 221 195
The OCLC Terminal: An Instruction Manual. ED 221 164
A Survey of the Cataloging in Publication Program. Final Report. ED 221 215
Treatment of Persian Materials in the National Union Catalog. ED 221 201

Cataloging in Publication
A Survey of the Cataloging in Publication Program. Final Report. ED 221 215

Cells (Biology)
Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610

Censorship
High School Press Pressures. ED 220 891
The Prison Press. ED 220 900

Centralization
The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools. ED 220 985

Certification
The Preparation and Certification of Early Childhood Personnel: A Position Statement. ED 221 288

Change Agents
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual. ED 221 318
Describing the Concerns Principals Have about Facilitating Change. ED 220 960
An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change. ED 221 600
Three Change Facilitator Styles: Some Indicators and a Proposed Framework. ED 220 961
What Do Principals Do to Facilitate Change: Their Interventions. ED 220 962

Change Strategies
Describing the Concerns Principals Have about Facilitating Change. ED 220 960
Effective Schools A Review. ED 221 534
Effects of Principal Interventions on Teachers during the Change Process. ED 220 959
Eliminating Self-Defeating Behaviors: New Group Procedures. ED 220 743
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs. ED 221 455
Implementing Educational Change: Progress at Last. ED 221 540
Implications for Research: Preparing Principals for Leadership Roles. ED 220 958
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review. ED 221 510
Managing Technological Change in Montgomery County, Maryland. ED 220 931//
Three Change Facilitator Styles: Some Indicators and a Proposed Framework. ED 220 961

Characterization
Judy Blume and Beyond. ED 220 859
Who Flies, Who Cries? Children's Understanding of People from Television and Real Life. ED 221 267

Chemical Analysis
Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 393
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 398

Chemistry
Prudent Practices for Handling Hazardous Chemicals in Laboratories. ED 221 362//

Chicago Public Schools IL
An Assessment of the Chicago Board of Education's Desegregation Plan. ED 221 620
Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission. ED 220 990

Chicanos
Chicano Aging and Mental Health. ED 221 312

Child Abuse
Emotional Consequences of Child Abuse: The Attachment Relationship. ED 221 295
Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Child Caregivers
Day Care and the Working Poor: The Struggle for Self-Sufficiency. ED 221 266
Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children. ED 221 296
The Preparation and Certification of Early Childhood Personnel: A Position Statement. ED 221 288

Child Development
Bibliography of Publications, 1982 Supplement. ED 221 224
Drama and Theatre: A Shared Role in Learning. ED 220 875
Families That Work: Children In a Changing World. ED 221 631//
Group Games in Early Education: Implications of Piaget's Theory. ED 221 294

Child Neglect
Emotional Consequences of Child Abuse: The Attachment Relationship. ED 221 295

Child Rearing
Cross-Cultural Spanking Practices Implications for Parenting and Education. ED 221 286
Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions. ED 221 282
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770

Childhood Attitudes
Sex-Role Stereotyping in Caldecott Award Books. ED 220 870

Children
Children & Stress: Helping Children Cope. ED 221 277
Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor. ED 220 753

Childrens Games
Group Games in Early Education: Implications of Piaget's Theory. ED 221 294

Childrens Literature
Children's Literature The Search for Excellence. ED 220 846
Sex-Role Stereotyping in Caldecott Award Books. ED 220 870

China
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation. ED 220 830

Chinese
Orientation to Employment in the U.S. for Refugees Chinese. ED 221 049

Chinese Culture
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation. ED 220 830

Church Related Colleges
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile. ED 221 133
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area. ED 221 140

Churches
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.) ED 221 115

Citizen Participation
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda. ED 220 951//
State Level Perspectives on Research Programming for the 1980's: A North Carolina View. ED 220 618

Citizenship Education
Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance. ED 221 433
Organizing for Social Science/Citizenship Improvement: A Rural Approach. ED 221 412

City University of New York
The Politics of Economic Retrenchment in Higher Education. ED 221 111

Civil Rights
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition. ED 221 614
We Are Metis. A Metis View of the Development of a Native Canadian People. ED 221 311

Clarity
Writeability. ED 220 799

Class Activities
Cultural Orientation Resource Manual, Volume I. ED 221 070
A Guide to Writing Local History. ED 220 862
Listening and Speaking Activities for Foreign Language Learners: Second Collection. ED 221 045

Class Organization
Kindergarten in the 80's: Teachers Handbook. ED 221 303
Teaching Multi-Level Foreign Language Classes. ED 221 056

Classical Rhetoric
On Distinctions between Classical and Modern Rhetoric. ED 220 866

Classification
Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice. ED 221 184
Developmental Changes in the Induction of Semantic Relations. ED 221 548
An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education. ED 220 811
Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth. ED 221 187
Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154. ED 221 195
A Policy and Program Evaluation of the Statewide Course Numbering System. ED 221 089
Regularity and Irregularity in English Spelling and in Spelling Instruction. ED 220 867
Treatment of Persian Materials in the National Union Catalog. ED 221 201

Classroom Communication
Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach. ED 221 335
Communicative Tactics in Children's Second Language Acquisition. ED 221 262
Effective Classroom Communication. Inservice Instructional Unit VIIA. ED 220 643
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper. ED 221 632
Teaching and Learning: A Linguistic Perspective. ED 221 539

Classroom Environment
Children's Insights into Reading Instruction An Ethnography. ED 220 800
Group Games in Early Education: Implications of Piaget's Theory. ED 221 294
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms. ED 221 597
Nursery School Education in Nigeria: Impact on Families and Society. ED 221 275
Reading with a Special Touch. ED 220 798
The Social Side of Schooling: Ecological Studies of Classrooms and Schools. ED 221 532
Student Perceptions of Schooling. ED 221 533
Teaching and Learning: A Linguistic Perspective. ED 221 539

Classroom Observation Techniques
A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness. ED 220 808
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation. ED 221 543
Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching. ED 221 590
The Social Side of Schooling: Ecological Studies of Classrooms and Schools. ED 221 532
Spontaneity and Imagination in Drama: An Investigation. ED 220 878

Classroom Research
Student Perceptions of Schooling. ED 221 533
Teaching and Learning: A Linguistic Perspective. ED 221 539

Classroom Techniques
Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series. ED 221 015
English as a Second Language Resource Manual, Volume II. ED 221 069
Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students. ED 221 605
Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education. ED 221 523
Scholar Dollars: Their Use in Classroom Management. ED 221 450
Student Vocational Organizations. Inservice Instructional Unit IIG. ED 220 651

Clearinghouses
Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning. ED 221 194

Clerical Occupations
Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 582
Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 581
A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands. ED 221 596

Cleveland Public Schools OH
Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan. ED 221 577

Clinical Diagnosis
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//
Transcutaneous Electrical Nerve Stimulation: Research Update. ED 221 475//

Clinical Experience
Evaluating Student Clinical Performance. ED 221 462//
Implementing a Clinical Experience for Student Trainers. ED 221 459//
The Student Trainer Clinical Experience at Lock Haven State College. ED 221 460//

Clinical Teaching (Health Professions)
Implementing a Clinical Experience for Student Trainers. ED 221 459//
A Proposed Athletic Training Curriculum Design. ED 221 467//

Clothing
The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232. ED 220 738

Cloze Procedure
Comprehension of Student Authored versus Published Material. ED 220 796

Codes of Ethics
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981). ED 221 087

Cognitive Ability
Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628
Monograph of Play Research. ED 221 290
Reaction Time as a Predictor of PPVT Performance in Preschoolers. ED 221 306

Cognitive Development
Bibliography of Publications, 1982 Supplement. ED 221 224
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project. ED 221 516
The Development of the Semantic System. ED 220 886
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles. ED 220 837
Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research. ED 221 366
Learning at Home: A Preschool Activity Handbook. ED 220 997
Left-Handers and Cognitive Proficiency. ED 221 278
The Mathematical Structures Underlying Adolescent Thought. ED 221 385

Cognitive Measurement
Bibliography of Publications, 1982 Supplement. ED 221 224
Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628
Cognitive Styles and the Mexican-American Child: A Review of Literature. ED 221 285
Teaching Teachers to Question Questions. ED 221 496

Cognitive Modification
Cognitive Modification in the Small College. ED 220 880

Cognitive Processes
The Child's Representation of Number: A Multidimensional Scaling Analysis. ED 221 271
Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982). ED 220 802//
Cognitive Processing of Various Orthographies. ED 221 060
Comprehension of an Unattended Prose Passage. ED 220 822
Comprehension of Metaphors: Priming the Ground. ED 220 812
Developmental Changes in the Induction of Semantic Relations. ED 221 548
Effects of Verbal and Visual Elaborations on Concept Learning. ED 221 549
Individual Differences and Time-Sharing Ability: A Critical Review and Analysis. ED 221 550
Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262. ED 220 820
Interference in Sentence Memory. ED 220 823
Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research. ED 221 365
Investigations in Science Education, Volume 8, Number 3. ED 221 360
Neurological Impress and Reading: How and Why? ED 220 815
Researches on Adolescent Thought: A Framework. ED 221 354
Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981). ED 221 361
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions. ED 221 535
Toward an Information Processing Analysis of Field-Independence. ED 221 551

Cognitive Style
Cognitive Styles and the Mexican-American Child: A Review of Literature. ED 221 285
Learner Individual Differences and Differentiated Educational Practices. ED 220 782
Relationship between Learning Style and Students with Learning Disabilities. ED 220 992
The Religious Orientation of College Students. ED 220 758
Toward an Information Processing Analysis of Field-Independence. ED 221 551

Coherence
Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants. ED 220 817

Cohesion (Written Composition)
Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants. ED 220 817

Collaborative Research
Collaborative Research. ED 221 531

Collective Bargaining
A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80. ED 220 957//
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time. ED 220 965

College Administration
The Business Environment for Housing Officers: Assumptions for the 1980's. ED 221 104
Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978). ED 221 076
A Resource Requirements Prediction Model for the Central Administration Support Program in a University. ED 221 136
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255
Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981). ED 221 106

College Admission
Preadmission Day for Older, Non-Traditional Students. ED 220 741

College Attendance
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2. ED 221 101

College Bound Students
A Tale of Three Cities: Boston, Birmingham, Hartford. ED 221 109

College Choice
Inside the Law Schools. A Guide by Students, for Students. Revised Edition ED 221 139//

College Costs
The College Cost Book, 1982-83. Third Edition. ED 221 116
Costs at U.S. Educational Institutions, 1982/83. ED 221 146

College Credits
Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981. ED 221 247
Surrogate Learning Measures: Credit, Other Units and Non-Credit. ED 221 081

College Curriculum
A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities. ED 221 093
Surrogate Learning Measures: Credit, Other Units and Non-Credit. ED 221 081

College Desegregation
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile. ED 221 133
Systemwide Student Tracking and Retention Programs. A Special Seminar. ED 221 131

College English
On Distinctions between Classical and Modern Rhetoric. ED 220 866

College Entrance Examinations
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561
Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment. ED 221 583

College Environment
Higher Education and Its Useful Past. Applied History in Research and Planning. ED 221 119//
Student Development on Three Vectors over Four Years. ED 220 736

College Faculty
Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report. ED 221 129
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty. ED 221 494
A Concern for Professionalism. ED 221 237
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982. ED 221 148
Library Resources and Services for Faculty. ED 221 193
Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982). ED 221 250
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College. ED 221 252
Student Affairs Communication with Faculty: An Analysis. ED 221 099
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions. ED 221 127
University of Maryland Origins of Publications in Student Personnel Journals. ED 220 756

College Freshmen
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology. ED 221 150
Battle of the Library Superstars. A Videotape Script. ED 221 183
Library Exercises. Revised. ED 221 177
Mexican American and Puerto Rican Prospective Engineering Students. ED 221 135
Religious Orientation and the Concepts of God Held by University Students. ED 220 757
The Religious Orientation of College Students. ED 220 758
Validation of a Theoretical Model of College Dropouts. ED 221 130

College Graduates
Manpower Planning and Higher Education Policy. ED 221 080
1980-81 Graduate Student Survey. AIP Report. ED 221 095

College Housing
The Application of Territoriality: Its Scope and Impact. ED 220 744
The Business Environment for Housing Officers: Assumptions for the 1980's. ED 221 104

College Instruction
Instructional Improvement in the College Classroom. ED 221 465//
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982. ED 221 147
A Resource Requirements Prediction Model for the Central Administration Support Program in a University. ED 221 136
Training in Curriculum Development and Educational Technology in Higher Education. ED 221 157

College Level Examination Program
Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment. ED 221 583

College Libraries
Collection Development Policy. ED 221 186
The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting. ED 221 190
The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study. ED 221 212
Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18. ED 221 209
Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition. ED 221 192
Library Resources and Services for Faculty. ED 221 193
Online Retrieval Systems Users Survey from Texas. ED 221 221
The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library. ED 221 167
The Vertical File in the Libraries of the City University of New York: A Survey. ED 221 216

College Mathematics
Experiences in Problem Solving. Mathematics-Methods Program Unit. ED 221 347
The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311. ED 221 382
Graphs: The Picturing of Information. Mathematics-Methods Program Unit. ED 221 344
Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual. ED 221 345
Numeration. Mathematics-Methods Program Unit. ED 221 336
Probability and Statistics. Mathematics-Methods Program Unit. ED 221 346
The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506. ED 221 381
User's Guide for the Units of the Mathematics-Methods Program. ED 221 348

College Planning
Community Colleges and Agricultural Education: Strategies for Serving a New Market. ED 221 256
Strategic Planning for Community Services and Continuing Education. ED 221 249

College Preparation
Integration Implementation Instruction Improved Writing Skills. ED 220 850

College Programs
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report. ED 220 827
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges. ED 221 230

College Role
Coming Together Public Television and Higher Education. ED 221 128
Corporate, Campus Agenda: Restoring Public Confidence. ED 221 114
Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981. ED 221 247
Higher Education and Its Useful Past. Applied History in Research and Planning. ED 221 119//
Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982). ED 221 083
Problems in Allied Health Continuing Education. ED 221 097
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255
The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12. ED 221 105

College School Cooperation
Community College of Philadelphia A Humanities Component Collaboration The 4 C's in Kensington High School. ED 220 853
Integration Implementation Instruction Improved Writing Skills. ED 220 850
Review and Evaluation. Staff Development for School Improvement Program 1981-1982. ED 221 528

College Science
Direct Current Series Circuits: An Educational Module. ED 221 380
Intelligent Life Out There: Are We Alone? ED 221 357
National Patterns of Science and Technology Resources 1981. ED 221 363
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual. ED 221 387
Prudent Practices for Handling Hazardous Chemicals in Laboratories. ED 221 362//
Puerto Ricans in Science and Biomedicine: Report of a Conference. ED 221 350
Symposium on Minorities and Women in Science and Technology. Serial AA. ED 221 378
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49. ED 221 374

College Second Language Programs
Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment. ED 221 039

College Students
Academic Support Services Programs in Higher Education. ED 221 079
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81. ED 220 762
Characteristics of Black Postsecondary Students. ED 221 124
Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125
Characteristics of Women Postsecondary Students. ED 221 126
Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach. ED 221 335
Costs at U.S. Educational Institutions, 1982/83. ED 221 146
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work. ED 221 102
Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979). ED 221 091
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978). ED 221 090
Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects. ED 221 358
The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report. ED 221 073
Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982). ED 221 117
Self-Validation of Computerized Personality Descriptions. ED 220 751
Student Development on Three Vectors over Four Years. ED 220 736
Student Financial Aid and Persistence in College. ED 221 078
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.) ED 221 115
What the Secondary Counselor Should Know about College Student Attrition. ED 220 765
Withdrawing/Nonreturning Students at the University of North Dakota. ED 221 098

College Transfer Students
Community College/University Articulation Policy. ED 221 242
Reverse Transfer Student Study. ED 221 248
Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81. ED 221 236

Colonialism
The University in Colonial Spanish America: A Historiographical Survey. ED 221 082

Color Planning
What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981). ED 221 151

Colorado
Career Education Activities in Colorado Higher Education. ED 220 719
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report. ED 220 976
Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report. ED 220 975

Colorado (Adams County)
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report. ED 220 976
Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report. ED 220 975

Colorado (West)
Interlibrary Loan Time and Motion Study, Colorado Western Slope. ED 221 191

Columbia Public Schools MO
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda. ED 220 951//

Command Language
The OCLC Terminal: An Instruction Manual. ED 221 164

Committees
A Systematic Approach to Curriculum Study and Revision Designed for Small Schools. ED 221 319

Communication (Thought Transfer)
Conceptual Approaches to the Study of Small Group Interaction. ED 220 899
Defining Information Needs of Computer Users: A Human Communication Problem. ED 221 189
Field-Proven Programs for Better Public Relations. ED 220 908
Intelligent Life Out There: Are We Alone? ED 221 357
Philosophical Perspectives on Values and Ethics in Speech Communication. ED 220 904

Communication Apprehension
An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course. ED 220 905
Cognitive Modification in the Small College. ED 220 880
The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety. ED 220 903

Communication Disorders
Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years. ED 221 013

Communication Problems
Cognitive Modification in the Small College. ED 220 880
Philosophical Perspectives on Values and Ethics in Speech Communication. ED 220 904

Communication Research
Adolescent Perceptions of Parental Persuasive Message Strategies. ED 220 881
Cognitive Modification in the Small College. ED 220 880
Measuring Organizational Communication Variables. ED 220 888
Media Embedded Interactions. ED 220 887
Relational Messages Associated with Nonverbal Behaviors. ED 220 876
Teaching and Learning: A Linguistic Perspective. ED 221 539
Valuation and Presentation Conventions in News Communication: A Formula for Measurement. ED 220 835

Communication Skills
Cherokee County Curriculum Guide for Teachers of the Severely Handicapped. ED 221 008
Communication Effectiveness and the Professional Woman. ED 220 898
The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show. ED 220 901

Effective Classroom Communication. Inservice Instructional Unit VIIA. ED 220 643

Parent Involvement in Day Care: A Resource Manual for Day Care Providers. ED 221 293

Communications

Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A ED 220 621

Communications Satellites

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A ED 220 621

Communicative Competence (Languages)

Activity-Centred Approaches to Second Language Learning. ED 221 066

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series. ED 221 016

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence). ED 221 035

Fitting In'': Register Shifting in a Second Language. ED 221 020

Foreign Language and Bilingual Assessment: Issues Approaches. ED 221 029//

How to Tell When Someone is Saying No'' Revisited. Professional Papers. ED 221 059

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse). ED 221 038

Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language. ED 221 040

Language Proficiency Assessment: Research Findings and Their Application. ED 221 025//

On Learning Language Form and Language Function. ED 221 061

The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing. ED 221 026//

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series. ED 221 019//

Communism

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981). ED 221 108

Community Centers

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18. ED 221 209

Community Change

Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports. ED 221 264

Community Characteristics

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51. ED 221 309

Community Colleges

Fee Contingency Plan. ED 221 246

Fee Contingency Plan Background and Issues. ED 221 245

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications. ED 220 685

Making the Case for Changing Public Policy. ED 220 928//

Oregon Community College Tables, 1966-1981. ED 221 259

Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238

Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges. ED 221 230

Transfer, Honors and Excellence: Six Districts Spotlighted. ED 221 257

Community Control

Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission. ED 220 990

Community Education

Community Education in Montana. The Broadview Model. ED 221 310

Homebound/Cluster-A.B.E./ Special Demonstration Project-309. ED 220 607

Community Information Services

Libraries and Adult Learners. ED 221 219

Community Involvement

Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation. ED 220 986

A Survey of the Friends of the Library Recent Activities in Ohio: Report Description. ED 221 199

Community Leaders

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage. ED 221 322

Community Programs

Annotated Directory of Exemplary Family Based Programs. Revised Edition. ED 221 276

Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982. ED 221 634

Community Resources

BANANAS' Guide for Parents & Children. First Edition. ED 221 268

Community Education in Montana. The Broadview Model. ED 221 310

Handbook of Community Resources for Classroom Use. ED 220 646

Community Satisfaction

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51. ED 221 309

Community Services

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response. ED 221 512

Strategic Planning for Community Services and Continuing Education. ED 221 249

Community Services Administration

Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314

Community Study

Doing Minnesota. ED 221 414

Community Support

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676. ED 221 333

A Survey of the Friends of the Library Recent Activities in Ohio: Report Description. ED 221 199

Community Surveys

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676. ED 221 333

Community Viability

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51. ED 221 309

Commuter Colleges

Validation of a Theoretical Model of College Dropouts. ED 221 130

Comparative Analysis

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading. ED 220 804

On Distinctions between Classical and Modern Rhetoric. ED 220 866

Comparative Education

The Development of Secondary Education in Japan after World War II. ED 221 437

Education for a Multicultural Society: What Does It Mean? Of What Importance Is It in the Classroom? Curriculum Paper. ED 221 427

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading. ED 220 804

Selected Bibliography of Arab Educational Materials, Vol. 4, No. 2, 1979. ED 221 438

Compensatory Education

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981. ED 221 586

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report. ED 221 582

State and Federal Programs for Special Student Populations. ED 220 970

Competence

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development. ED 220 590

Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts. ED 220 909

District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style. ED 220 953//

Competency Based Education

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 583

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 585

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 584

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 582

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 581

How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook. ED 220 616

Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation. ED 221 490

Three Models for Individualizing Instruction in Library Education. ED 221 200

Competency Based Teacher Education

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 220 675

The Preparation and Certification of Early Childhood Personnel: A Position Statement. ED 221 288

Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 220 674

The State of the Art of Teacher Certification Testing. ED 221 578

Competition

A Judicial Paradigm for the Evaluation of Debates. ED 220 895

Nebraska Speech, Debate, and Drama Manuals. ED 220 890

The Use and Misuse of Evidence in Debate. ED 220 896

Compliance (Legal)

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan. ED 221 577

Statewide Guidelines on Program Accessibility for Persons with Disabilities. ED 220 586

Comprehension

Modification of Discourse between Native and Nonnative Speaker Peers. ED 221 067

Comprehensive Employment and Training Act

CETA Training Programs: Do They Work for Adults? ED 220 601

Computation

The Child's Representation of Number: A Multidimensional Scaling Analysis. ED 221 271

Syntax and Semantics in Learning to Subtract. ED 221 386

Computer Assisted Instruction

A Comparative Study of Teaching Typing Skills on Microcomputers. ED 220 597

Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82. ED 220 627

Computer-Based Practice in Editing. ED 220 869

Computer Instruction on Generating Ideas for Writing Description. ED 220 868

Computers and Curriculum Promises and Problems. ED 220 943//

A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf. ED 220 938//

Effectiveness of Technology in the Schools Public and Taxpayers Response. ED 220 927//

Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System. ED 221 181

A Guide for Authoring and Programming Computer-Assisted Instruction. ED 220 661

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982. ED 220 654

Investing in Computer Technology: Criteria and Procedures for System Selection. ED 220 923//

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m. ED 221 349

Teaching, Testing, and Technology: English in the Eighties. ED 220 840

Tying into Computers. ED 221 371

Computer Literacy

Computers/Software More for Less. ED 220 925//

Computer Logic

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1. ED 220 679

Computer Managed Instruction

Theoretical Definition of Instructor Role in Computer-Managed Instruction. ED 221 156

Computer Oriented Programs

Accuracy of Data in a Computerized Student Record System for a Large District. ED 220 963

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2. ED 221 153

Computer-Based Practice in Editing. ED 220 869

Computers/Software More for Less. ED 220 925//

Effectiveness of Technology in the Schools Public and Taxpayers Response. ED 220 927//

Managing Technological Change in Montgomery County, Maryland. ED 220 931//

Managing Technology Change. MECC: A Management History.'' ED 220 932//

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). ED 220 916

Computer Programs

Automatic Construction of Explanation Networks for a Cooperative User Interface. ED 221 213

Computer Simulation in Undergraduate Instruction: A Symposium. ED 221 161

Early Learning of Logic and Geometry Using Microcomputers: Final Report. ED 221 359

INTERP: A Computer Simulation Game of the Interpretive Planning Process. ED 221 379

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m. ED 221 349

Tying into Computers. ED 221 371

Computer Science

Data Processing Volume I. Instructor's Guide. ED 220 604

Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15. ED 221 367

Video Outreach Graduate Program. ED 221 113

Computer Science Education

Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15. ED 221 367

Computer Simulation

INTERP: A Computer Simulation Game of the Interpretive Planning Process. ED 221 379

Computers

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244. ED 220 726

Computer Instruction on Generating Ideas for Writing Description. ED 220 868

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report. ED 221 196

Concept Formation

Effects of Verbal and Visual Elaborations on Concept Learning. ED 221 549

Researches on Adolescent Thought: A Framework. ED 221 354

Concerns Based Adoption Model

Describing the Concerns Principals Have about Facilitating Change. ED 220 960

Effects of Principal Interventions on Teachers during the Change Process. ED 220 959

Implications for Research: Preparing Principals for Leadership Roles. ED 220 958

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change. ED 221 600

Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach. ED 221 598

Three Change Facilitator Styles: Some Indicators and a Proposed Framework. ED 220 961

Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation. ED 221 543

Puerto Ricans in Science and Biomedicine: Report of a Conference. ED 221 350

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982). ED 221 355

Confidentiality

Confidentiality.'' Instructor's Packet. Learning Activity Package. ED 220 695

Confidentiality.'' Learning Activity Package. ED 220 694

Congruence (Psychology)

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16. ED 220 803

Connected Discourse

Interference in Sentence Memory. ED 220 823

Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants. ED 220 817

Connectives (Grammar)

The Use of Connectives in Community College Textbooks. ED 220 810

Conservation Education

Energy Adventure. ED 221 351

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project. ED 220 594

A Sampler'' of Environmental Education Activities and Programs in the United States of America. ED 221 404

Conservatism

Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers. ED 221 426

Consortia

The Central Educational Network's Postsecondary Service. ED 220 936//

The Consortium Approach: Preserving College Decision-Making. ED 220 934//

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981). ED 221 217

Images of a Rural Teacher Center. ED 221 487

Seminole Community College Working with Twenty-Seven Other Institutions. ED 220 939//

Teacher Certification in Consortium-Based Teacher Education. ED 221 542

Construction (Process)

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B. ED 220 678

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27. ED 220 620

Construction Materials

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B. ED 220 678

Constructivism

Constructivist Education: A Direction for the Twenty-First Century. ED 221 297

Consumer Economics

Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135. ED 221 485

Solar Economics: A Teacher's Guide. ED 221 403

Consumer Education

Solar Economics: A Teacher's Guide. ED 221 403

Consumer Protection

Advertising and Regulation during the New Deal Era, 1933-1941. ED 220 848

Professional Disclosure, Consumerism, and Counselor Preparation. ED 220 733

Content Analysis

The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper. ED 221 442

If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper. ED 221 443

Sex-Role Stereotyping in Caldecott Award Books. ED 220 870

Content Area Reading

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982). ED 220 802//

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7. ED 220 792

Reading Assignments across the Curriculum. ED 220 793

The Use of Connectives in Community College Textbooks. ED 220 810

Contingency Management

The Effects of Contingency Management as a Means of Reducing Truancy. ED 221 642

Continuation Students

Characteristics of Black Postsecondary Students. ED 221 124

Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125

Characteristics of Women Postsecondary Students. ED 221 126

Continuing Education

CUNY Tech Continuing Education Annual Report, 1981-1982. ED 221 243

Libraries and Adult Learners. ED 221 219

Continuing Education Centers

A Report of Selected Residential Continuing Education Centers in the United States. ED 221 075

Conventional Instruction

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness. ED 220 808

Cooking Instruction

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide. ED 220 660

Cooperating Teachers

Student Teaching Survival Kit. ED 221 484

Cooperation

Labor-Management Cooperation: The American Experience. ED 220 671

Cooperative Planning

Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation. ED 221 364

Cooperative Programs

Company-College Links: Examples of What Works A University Advisory Council Report. ED 221 144

Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874

Metropolitan Planning Project: Revisited with a 1980's Perspective. ED 221 637

Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982). ED 221 250

Rural Vocational Assessment: Lincoln County, Washington. Final Report. ED 221 316

Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982. ED 221 634

Coordination

Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings. ED 220 982

The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6. ED 220 667

Coping

Children & Stress: Helping Children Cope. ED 221 277

Copyright Royalty Tribunal

Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981). ED 221 227

Copyrights

Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981). ED 221 227

Corporal Punishment

Cross-Cultural Spanking Practices Implications for Parenting and Education. ED 221 286

Correctional Education

Fostering Success of Non-Traditional Students. ED 221 495

The Prison Press. ED 220 900

Survey of Library Service in Local Correctional Facilities. ED 221 169

Women, Families, and Prison. ED 221 279

Correspondence Study

Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility. ED 220 889

The Use of Study Centres in Four Distance Education Systems. ED 220 666

Corwith Wesley Community School District IA

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools. ED 221 317

Cost Effectiveness

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2. ED 221 153

The Costs and Benefits of Deferred Giving. ED 221 118//

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications. ED 220 685

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII. ED 221 307

Cost Estimates

A Resource Requirements Prediction Model for the Central Administration Support Program in a University. ED 221 136

Costs

A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation. ED 220 955//

Cooperative Catalog Conversion Study. Final Report. ED 221 170

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report. ED 221 196

A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa. ED 220 956//

Counseling Effectiveness

Professional Disclosure, Consumerism, and Counselor Preparation. ED 220 733

Counseling Services

Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment. ED 221 039

Down the Financial Drain. A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.'' ED 221 258

Counseling Techniques

Eliminating Self-Defeating Behaviors: New Group Procedures. ED 220 743

NATCON 1 CONNAT 1. ED 220 614

NATCON 2 CONNAT 2. ED 220 615

Student Advisement Guide: An Implementation of the Teacher/Advisor Program. ED 220 734

A Training Guide for Peer Group Counselors. Revised. ED 220 763

Counseling Theories

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling. ED 220 759

NATCON 1 CONNAT 1. ED 220 614

NATCON 2 CONNAT 2. ED 220 615

Professional Counselors Licensure Preparation Study Session Booklet. ED 220 772

Counselor Attitudes

Experiential Awareness of the Effects of Test Score Reports. ED 220 777

Counselor Certification

How to Apply for the Professional Counselor License. ED 220 771

Professional Counselors Licensure Preparation Study Session Booklet. ED 220 772

Counselor Characteristics

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling. ED 220 759

Counselor Client Relationship

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling. ED 220 759

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232. ED 220 738

Professional Disclosure, Consumerism, and Counselor Preparation. ED 220 733

Counselor Educators

Evaluating Trainees in the Counseling Practicum. ED 221 492

Experiential Awareness of the Effects of Test Score Reports. ED 220 777

Evaluating Trainees in the Counseling Practicum. ED 221 492

Counselor Qualifications

How to Apply for the Professional Counselor License. ED 220 771

Professional Counselors Licensure Preparation Study Session Booklet. ED 220 772

Counselor Role

The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

What the Secondary Counselor Should Know about College Student Attrition.
ED 220 765

Counselor Teacher Cooperation

The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239

Student Advisement Guide: An Implementation of the Teacher/Advisor Program.
ED 220 734

Counselor Training

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

Evaluating Trainees in the Counseling Practicum.
ED 221 492

Experiential Awareness of the Effects of Test Score Reports.
ED 220 777

A Training Guide for Peer Group Counselors. Revised.
ED 220 763

Counselors

How to Apply for the Professional Counselor License.
ED 220 771

Professional Counselors Licensure Preparation Study Session Booklet.
ED 220 772

Countertransference

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.
ED 220 759

County Libraries

A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

County School Districts

Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172

Course Content

Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility.
ED 220 889

Illinois Vocational Home Economics Curriculum Guide.
ED 220 639

An Interdisciplinary Course Involving Science and the Humanities. Final Report.
ED 221 233

A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.
ED 221 232

Course Descriptions

A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities.
ED 221 093

Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081

Course Development

Developing Technology to Enhance the Educational Process.
ED 220 918//

Course Organization

Illinois Vocational Home Economics Curriculum Guide.
ED 220 639

Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.
ED 221 235

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.
ED 221 141

Courses

A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089

Court Doctrine

The Evolution of Libel Law: Who Must Prove What And Why.
ED 220 833

Court Litigation

Evidence Law for Teacher Employment Termination Hearings.
ED 220 952//

The Evolution of Libel Law: Who Must Prove What And Why.
ED 220 833

Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973.
ED 220 588

The Prison Press.
ED 220 900

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Craft Workers

Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 576

Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 577

Creative Development

Facilitating Creative Thought through Object Play in Young Children.
ED 221 301

Creative Thinking

Facilitating Creative Thought through Object Play in Young Children.
ED 221 301

Creative Writing

A Guide to Teaching Creative Writing: Poetry.
ED 220 864

Credentials

Assessment and Non Formal Education: The Philippine Experience.
ED 220 570

Credibility

The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''
ED 220 879

The Use and Misuse of Evidence in Debate.
ED 220 896

Credit Transfer

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Credits

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Creoles

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
ED 221 016

Belizean Creole: Glossary. Peace Corps Language Handbook Series.
ED 221 017

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.
ED 221 015

Criminal Justice

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.
ED 221 192

Crisis Intervention

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

Criteria

Investing in Computer Technology: Criteria and Procedures for System Selection.
ED 220 923//

Criterion Referenced Tests

Criterion-Referencing of Performance by Latent-Trait Scaling.
ED 221 547

Critical Thinking

Community College of Philadelphia   A Humanities Component Collaboration   The 4 C's in Kensington High School.
ED 220 853

The Personal Development Seminar: Probing Disciplinary Perspectives.
ED 220 851

Cross Cultural Studies

Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232.
ED 220 738

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.
ED 220 804

Cross Cultural Training

Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
ED 221 062

Cultural Orientation Resource Manual, Volume II.
ED 221 071

Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.
ED 221 613

Orientation to Employment in the U.S. for Refugees Chinese.
ED 221 049

Orientation to Employment in the U.S. for Refugees Hmong   Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050

Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048

Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047

Orientation to Employment in the U.S. for Refugees Vietnamese   Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046

Cultural Activities

Community Education in Montana. The Broadview Model.
ED 221 310

Eventos de Agosto (August Events).
ED 221 334

Cultural Awareness

Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).
ED 221 037

Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
ED 221 062

Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041

Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059

Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.
ED 221 613

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Cultural Background

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).
ED 221 055

A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.
ED 221 608

Cultural Context

Higher Education and Its Useful Past. Applied History in Research and Planning.
ED 221 119//

Cultural Differences

Cognitive Styles and the Mexican-American Child: A Review of Literature.
ED 221 285

Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.
ED 221 632

Special Needs of Students: Essentials for State Planning.
ED 220 971

Teacher-Student Communication in a Multicultural Classroom.
ED 221 493

Cultural Education

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
ED 221 016

Cultural Orientation Resource Manual, Volume I.
ED 221 070

Cultural Orientation Resource Manual, Volume II.
ED 221 071

L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet.
ED 221 021

Cultural Influences

Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach.
ED 221 335

The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633

To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.
ED 221 618

Cultural Pluralism

A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.
ED 221 608

Cultural Traits

Teacher-Student Communication in a Multicultural Classroom.
ED 221 493

Culture Theory in Geography.
ED 221 424

Culture Conflict

Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.
ED 221 322

Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//

Curriculum

Athletic Training Education at the Crossroads.
ED 221 458//

Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
ED 221 008

Drama and Theatre: A Shared Role in Learning.
ED 220 875

Curriculum Design

Curricular Dimensions of Broadcast Education.
ED 220 884

On Some Trends in German Mathematics Education.
ED 221 372

A Proposed Athletic Training Curriculum Design.
ED 221 467//

Curriculum Development

Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.
ED 221 516

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

The Development of Secondary Education in Japan after World War II.
ED 221 437

District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.
ED 220 953//

Doing Minnesota.
ED 221 414

An Early Childhood Intervention Curriculum Matrix.
ED 220 999

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Improving Minority Students' Competencies: Strategies in Selected Colleges.
ED 221 145

Integration   Implementation   Instruction   Improved Writing Skills.
ED 220 850

Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490

Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412

Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization.
ED 221 273

Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979).
ED 221 077

Secondary Music (8-12): A Guide/Resource Book for Teachers.
ED 221 408

A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum.
ED 221 261

A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.
ED 221 319

Training in Curriculum Development and Educational Technology in Higher Education.
ED 221 157

Update on Research on the Humanities in Community Colleges.
ED 221 231

Curriculum Evaluation

Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612

Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978).
ED 221 076

A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.
ED 221 319

Curriculum Leaders

District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.
ED 220 953//

Cutting Scores

Standards for Standard Setting.
ED 221 594

Cytology

The Rationale for Joint Mobilization.
ED 221 473//

Dallas Independent School District TX

Managing Technological Change in the Dallas Public Schools.
ED 220 930//

Dance

Physical Education and Sport: An Introduction.
ED 221 511//

Data Analysis

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.
ED 221 579

Data Collection

Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161

Data Collection and Language Assessment Policy.
ED 221 033//

Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754

Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.
ED 221 598

A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction.
ED 221 524

Data Processing

Data Processing Volume I. Instructor's Guide.
ED 220 604

Defining Information Needs of Computer Users: A Human Communication Problem.
ED 221 189

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Data Processing Occupations

Data Processing Volume I. Instructor's Guide.
ED 220 604

Databases

Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.
ED 221 187

Day Care

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.
ED 221 296

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.
ED 221 293

Deafness

Adult Education for the Handicapped. Information Series No. 240.
ED 220 722

A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf.
ED 220 938//

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.
ED 221 196

Death

Death Education for the Health Professional.
ED 221 100//

Perspectives on Death: A Developmental Study.
ED 220 739

Debate

A Judicial Paradigm for the Evaluation of Debates.
ED 220 895

Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

The Use and Misuse of Evidence in Debate.
ED 220 896

Decentralization

Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.
ED 220 990

Decision Making

An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended.
ED 220 991//

Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 523

Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

Self-Development for Native American Adults.
ED 220 632

The Use and Misuse of Evidence in Debate.
ED 220 896

Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981).
ED 221 106

Working in High Schools: Inside Views of the Organization.
ED 220 974

Decision Making Skills

Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 .
ED 220 785

Declining Enrollment

Illinois Public School Enrollment Analyses and Projections.
ED 220 980

Decoding (Reading)

The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809

Deferred Giving

The Costs and Benefits of Deferred Giving.
ED 221 118//

Definitions

Cognitive Styles and the Mexican-American Child: A Review of Literature.
ED 221 285

Language Proficiency Assessment: Issues and Definitions.
ED 221 028//

Deinstitutionalization (of Disabled)

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response
ED 221 512

Delinquency

An Evaluation of the Police Liaison Program. Research Report 81-08.
ED 221 615

Puerto Rican Youth: Dropping Out and Delinquency.
ED 221 638

School Achievement and Juvenile Delinquency: A Review of the Literature.
ED 221 009

Delinquency Prevention

Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.
ED 220 783

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

Delivery Systems

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.
ED 220 664

Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.
ED 221 320

Gerontology: A Bibliography of Selected Resources.
ED 220 750

Images of a Rural Teacher Center.
ED 221 487

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.
ED 221 296

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).
ED 221 002

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

Status of Statewide Career Information Delivery Systems.
ED 220 668

St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual.
ED 221 168

Delta College MI

Community Colleges and Agricultural Education: Strategies for Serving a New Market.
ED 221 256

Demography

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.
ED 220 672

Gerontology: A Bibliography of Selected Resources.
ED 220 750

The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.
ED 221 452

Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

Demonstration Programs

Annotated Directory of Exemplary Family Based Programs. Revised Edition.
ED 221 276

The Design of a Snark That Is Not a Boojum: Learning from Evaluation.
ED 221 415

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996

Validated School Business Practices That Work. Volume III: Sharing Business Success.
ED 220 910

Volunteers in Vocational Education. Field Test Report.
ED 220 655

Denmark

Physical Education and Sport in the Danish Schools.
ED 221 519

Dental Health

Grooming. Instructor's Packet. Learning Activity Package.
ED 220 697

Grooming. Learning Activity Package.
ED 220 696

Oral Hygiene. Instructor's Packet. Learning Activity Package.
ED 220 705

Oral Hygiene. Learning Activity Package.
ED 220 704

Dental Schools

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped.
ED 221 552

Dental Students

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped.
ED 221 552

Annual Evaluation Report: Volume II, Fiscal Year 1981.
ED 221 610

Department of Energy

Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Depression (Economic 1929)

Advertising and Regulation during the New Deal Era, 1933-1941.
ED 220 848

Descriptive Cataloging

AACR2 An Introduction with a Difference.
ED 221 223

Descriptive Writing

Computer Instruction on Generating Ideas for Writing Description.
ED 220 868

A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.
ED 220 829

Desegregation Plans

An Assessment of the Chicago Board of Education's Desegregation Plan.
ED 221 620

Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Design Requirements

Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Developed Nations

United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.
ED 221 446

Developing Nations

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).
ED 221 002

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

Matching Educational Needs with Available Technology: What Is Happening in the Rest of the World.
ED 220 926//

United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.
ED 221 446

Developmental Disabilities

Differentials in Characteristics between Parent Group Members and Non-Members.
ED 221 012

An Early Childhood Intervention Curriculum Matrix.
ED 220 999

Play Programs at Home to Stimulate Growth.
ED 221 007

School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160

Developmental Programs

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.
ED 221 174

Developmental Stages

Constructivist Education: A Direction for the Twenty-First Century.
ED 221 297

The Development of the Semantic System.
ED 220 886

The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Developmental Studies Programs

Academic Support Services Programs in Higher Education.
ED 221 079

The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239

Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981.
ED 221 247

Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131

A Tale of Three Cities: Boston, Birmingham, Hartford.
ED 221 109

Dewey (John)
Success as Growth: But Growth Toward What? ED 221 497

Diagnostic Teaching
Three Models for Individualizing Instruction in Library Education. ED 221 200

Diagnostic Tests
Dilemmas in Diagnosis. ED 221 027//
Reading Diagnosis: Informal Reading Inventories. ED 220 816//

Dictation
Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 582

Diesel Engines
Diesel Mechanics: Electrical Systems. ED 220 630
Diesel Mechanics: Fuel Systems. ED 220 631
Diesel Mechanics: Fundamentals. ED 220 629

Dietetics
Nutrition. Instructor's Packet. Learning Activity Package. ED 220 701
Nutrition. Learning Activity Package. ED 220 700

Digital And Video Interactive Device
A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf. ED 220 938//

Digital Computers
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1. ED 220 679

Dining Facilities
A Report of Selected Residential Continuing Education Centers in the United States. ED 221 075

Dinosaurs
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49. ED 221 374

Direction Following
Rx for OTC Users: Improved Health Education. ED 220 902

Disabilities
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public. ED 221 560
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs. ED 221 005
Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped. ED 221 552
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH. ED 220 717
Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children. ED 221 296
Increasing the Usefulness of the Individualized Education Program. ED 220 994
International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981). ED 221 002
Learning at Home: A Preschool Activity Handbook. ED 220 997
Library Signs and the Disabled. ED 221 162
The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center. ED 221 388
Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report. ED 220 995
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980. ED 220 996
Special Education for Handicapped Children Birth to Five. ED 221 011
Special Education Preschoolers: Evaluating Their Play. ED 221 004
Transporting Handicapped Students. ED 221 000
Transporting Handicapped Students: Driver Manual. ED 221 001
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611
Vocational Education for the Handicapped. Inservice Instructional Unit IA. ED 220 652
We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children. ED 220 998

Disadvantaged Youth
Community College of Philadelphia A Humanities Component Collaboration The 4 C's in Kensington High School. ED 220 853
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Discipline
Cross-Cultural Spanking Practices Implications for Parenting and Education. ED 221 286
Teacher-Student Communication in a Multicultural Classroom. ED 221 493
Transporting Handicapped Students: Driver Manual. ED 221 001

Discipline Policy
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies. ED 220 787
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies. ED 220 786
A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report. ED 220 731
A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report. ED 220 730

Discipline Problems
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study. ED 220 967
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues. ED 220 969

Disclosure
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561
FCC and the Sunshine Act. ED 220 892
Self-Validation of Computerized Personality Descriptions. ED 220 751

Discourse Analysis
Foreigner Talk in the U.S. and Germany: Contrast and Comparison. ED 221 064
Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress). ED 221 036
Modification of Discourse between Native and Nonnative Speaker Peers. ED 221 067
Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants. ED 220 817
Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability. ED 220 788

Diseases
Death Education for the Health Professional. ED 221 100//

Dislocated Workers
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study. ED 220 602

Displaced Homemakers
Life Skills for Women in Transition. ED 220 774
Life Skills for Women in Transition: A Workshop Guide. ED 220 773

Distance Education
Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978). ED 221 155
The Use of Study Centres in Four Distance Education Systems. ED 220 666

Distributive Education
Drugstore Merchandising. ED 220 593
Orientation Guide for New Sales and Marketing Teachers. ED 220 647
Petroleum Marketing. Selling Automotive Products and Services. ED 220 592

Diversity (Student)
Bibliography of Publications, 1982 Supplement. ED 221 224

Division
Multiplication and Division. Mathematics-Methods Program Unit. ED 221 338

Doctoral Degrees
1981 Doctorate Recipients from United States Universities. Summary Report. ED 221 134

Document Delivery
Interlibrary Loan Time and Motion Study, Colorado Western Slope. ED 221 191

Document Delivery Services
Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7. ED 221 214

Document Design Project
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course. ED 220 860

Donahue (Phil)
The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show. ED 220 901

Dormitories
The Application of Territoriality: Its Scope and Impact. ED 220 744

Drafting
Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting. ED 220 579

Drama
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts. ED 220 841
Interpreters Theatre as Confirmed by New York Productions. ED 220 893
Journeys Unlimited. ED 220 877
Spontaneity and Imagination in Drama: An Investigation. ED 220 878

Drama in Education
Drama and Theatre: A Shared Role in Learning. ED 220 875

Dramatic Play
Drama and Theatre: A Shared Role in Learning. ED 220 875

Dramatics
Drama and Theatre: A Shared Role in Learning. ED 220 875
Journeys Unlimited. ED 220 877
The Psychodrama-Social Dramatics Separation. ED 220 882
Spontaneity and Imagination in Drama: An Investigation. ED 220 878

Dropout Attitudes
Withdrawing/Nonreturning Students at the University of North Dakota. ED 221 098

Dropout Characteristics
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology. ED 221 150

Dropout Prevention
Study of Georges Valley High School Drop Out Program. ED 220 768
What the Secondary Counselor Should Know about College Student Attrition. ED 220 765

Dropout Programs
Study of Georges Valley High School Drop Out Program. ED 220 768

Dropouts
Assessment and Non Formal Education: The Philippine Experience. ED 220 570
Puerto Rican Youth: Dropping Out and Delinquency. ED 221 638
Validation of a Theoretical Model of College Dropouts. ED 221 130

Drug Abuse
Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40. ED 220 769
Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session. ED 220 783
The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students. ED 221 607
Evaluation of Two Alternatives Programs for Junior High School Students. ED 221 606
Highlights from Student Drug Use in America, 1975-1981. ED 220 755
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report. ED 220 775
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770

Drug Addiction
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report. ED 220 776

Drug Rehabilitation
Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session. ED 220 783
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report. ED 220 776

Drug Therapy
Standards of Practice for the Profession of Pharmacy. ED 221 072
The Use of Drugs in Sports. ED 221 476//

Drug Use
Highlights from Student Drug Use in America, 1975-1981. ED 220 755
Rx for OTC Users: Improved Health Education. ED 220 902
The Use of Drugs in Sports. ED 221 476//

Drugstores
Drugstore Merchandising. ED 220 593

Due Process
The Enlightenment and Due Process of Law. ED 221 447

Duval County School Board FL
Duval County Follow Through Final Evaluation Report, 1981-1982. ED 221 602

Dyslexia
Some Symptoms, Causes, and Remediations of Dyslexia. ED 220 814

Early Adolescent Project
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project. ED 221 516

Early Childhood Education
Duval County Follow Through Final Evaluation Report, 1981-1982. ED 221 602
The Preparation and Certification of Early Childhood Personnel: A Position Statement. ED 221 288
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects. ED 221 579

Early Experience
Literacy and Child Rearing. ED 221 265

Earth Science
Emergency Management Instruction. Instructor's Guide for Grades 7-9. ED 221 376

Economic Climate
The Business Environment for Housing Officers: Assumptions for the 1980's. ED 221 104
Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135. ED 221 485

Economic Development
Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs. ED 220 603
New England's Vital Resource: The Labor Force. ED 221 074
The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14. ED 221 205
United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference. ED 221 446

Economic Factors
Estimating the Economic Impact of Vermont Institutions on Their Local Economies. ED 221 122
The Politics of Economic Retrenchment in Higher Education. ED 221 111

Economic Impact
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area. ED 221 140
Estimating the Economic Impact of Vermont Institutions on Their Local Economies. ED 221 122

Economic Research
Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices. ED 221 421

Economic Status
Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session. ED 220 687
Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices. ED 221 421

Economics
Solar Economics: A Teacher's Guide. ED 221 403

Editing
Computer-Based Practice in Editing. ED 220 869

Education Courses
Beyond the Status Quo: Merging Feminist Studies with Teacher Education. ED 221 514

Education Majors
Preservice Teachers: Knowledge & Attitudes about Women. ED 221 521

Education Work Relationship
Basic Skills Curriculum Articulation Project: Reading Skills. Final Report. ED 221 241
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region. ED 220 641
Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program. ED 221 085//
Geography's Relationships with the Community and Region. ED 221 434
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships. ED 221 235
Manpower Planning and Higher Education Policy. ED 221 080
New England's Vital Resource: The Labor Force. ED 221 074
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039. ED 221 121
1980-81 Graduate Student Survey. AIP Report. ED 221 095

Educational Administration
The Educational Systems in the European Community: A Guide. ED 220 993//
The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda. ED 220 954//
Zero-Base Budgeting: A Management Tool for School Districts. ED 220 907

Educational Assessment
Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy. ED 220 575
Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981). ED 221 546
Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2. ED 221 588
Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program. ED 221 571
The Use of Within-Group Slopes as Indices of Group Outcomes. ED 221 553

Educational Attainment
Reverse Transfer Student Study. ED 221 248

Educational Background
Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15. ED 221 367

Educational Benefits
Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program. ED 221 085//
Humanities and the Art of Being. ED 221 244
Perspectives on Liberal Education: Pioneers and Pallbearers. ED 221 120//
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course. ED 221 142

Educational Change
Allan Kownslar and the New Social Studies. ED 221 419
The Development of Secondary Education in Japan after World War II. ED 221 437
Effective Schools A Review. ED 221 534
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs. ED 221 455
Higher Education and Its Useful Past. Applied History in Research and Planning. ED 221 119//
Implementing Educational Change: Progress at Last. ED 221 540
The Influence of Instructional Technology on Education: Certainties and Possibilities. ED 220 948//
Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage. ED 221 322
Making the Case for Changing Public Policy. ED 220 928//
Managing Technological Change in Montgomery County, Maryland. ED 220 931//
Managing Technological Change in the Dallas Public Schools. ED 220 930//
Metaphors of Change and Models of Inservice. ED 221 486
Organizing for Social Science/Citizenship Improvement: A Rural Approach. ED 221 412
Plotting the Historical Changes in American Secondary School Geography, 1910-1982. ED 221 425
Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). ED 220 916

Educational Cooperation
Bridging the Chasm between Telecommunications and Higher Education. ED 220 940//
Career Education: Collaboration with the Private Sector. Information Series No. 246. ED 220 728
The Consortium Approach: Preserving College Decision-Making. ED 220 934//
Forging Links. ED 220 845
Managing the Development of the Public Telecommunications Center, Spokane, Washington. ED 220 933//
Teacher Certification in Consortium-Based Teacher Education. ED 221 542
Teaching, Testing, and Technology: English in the Eighties. ED 220 840

Educational Demand
The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario. ED 221 092

Educational Development
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV. ED 220 633
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design. ED 220 670
The Development of Secondary Education in Japan after World War II. ED 221 437
The Free Kindergarten Union of Victoria, 1908-80. ED 221 304
TAFE Projects in Progress. No. 1. ED 220 657
To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii. ED 221 618

Educational Diagnosis
Fostering Success of Non-Traditional Students. ED 221 495
Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 220 675

Educational Environment
Effective Schools A Review. ED 221 534
Programs of School Improvement: An Overview. ED 221 536
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary. ED 221 625
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups. ED 221 623
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools. ED 221 624
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions. ED 221 622
Successful School Series. ED 221 640
Urban Teacher Stress: A Critical Literature Review. ED 221 611

Educational Facilities Improvement
Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities. ED 220 914
Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings. ED 220 911

Educational Finance
A Changing Federalism: The Condition of the States. ED 220 915
Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981). ED 221 103//
Oregon Community College Tables, 1966-1981. ED 221 259
The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda. ED 220 954//
School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting. ED 220 912
State Level Perspectives on Research Programming for the 1980's: A North Carolina View. ED 220 618

Educational Games
Early Learning of Logic and Geometry Using Microcomputers: Final Report. ED 221 359
Group Games in Early Education: Implications of Piaget's Theory. ED 221 294

Educational Gerontology
Vocational Gerontology Program. Food Services for the Aged. ED 220 684

Educational History
Allan Kownslar and the New Social Studies. ED 221 419
The Free Kindergarten Union of Victoria, 1908-80. ED 221 304
Higher Education and Its Useful Past. Applied History in Research and Planning. ED 221 119//
Plotting the Historical Changes in American Secondary School Geography, 1910-1982. ED 221 425
To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii. ED 221 618
The University in Colonial Spanish America: A Historiographical Survey. ED 221 082

Educational Improvement
Computers and Curriculum Promises and Problems. ED 220 943//
Education Skills Training Project-Nepal: Final Report and Process Evaluation. ED 221 432
ESEA Title IV-B Impact. Washington State Dissemination Report. ED 220 981
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary. ED 221 625
Volunteers in Vocational Education. Field Test Report. ED 220 655

Educational Innovation
The Free Kindergarten Union of Victoria, 1908-80. ED 221 304
An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change. ED 221 600
Looking Ahead in Educational Testing and Assessment. ED 221 599
Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach. ED 221 598

Educational Legislation
An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended. ED 220 991//
Annual Evaluation Report: Volume II, Fiscal Year 1981. ED 221 610
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors. ED 220 673

Educational Marketing
Community Colleges and Agricultural Education: Strategies for Serving a New Market. ED 221 256

Educational Media
Media in Instruction: 60 Years of Research. ED 221 159

Educational Mobility
Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81. ED 221 236

Educational Needs
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty. ED 221 494
Community Colleges and Agricultural Education: Strategies for Serving a New Market. ED 221 256
Disciplines, Disciples, and Ideology in Social Education. ED 221 417
Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress. ED 221 254
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican). ED 221 054
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida). ED 221 055

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328

Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.
ED 220 737

Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449

Special Needs of Students: Essentials for State Planning.
ED 220 971

Why Teach Population Education?
ED 221 431

Educational Objectives

Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574

Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.
ED 221 525

Developing Objective Criteria for Evaluating Student Athletic Trainers.
ED 221 461//

The Educational Systems in the European Community: A Guide.
ED 220 993//

The Law-Focused Education Movement.
ED 221 422

The Nature, Unity and Value of Geography.
ED 221 423

Nursery School Education in Nigeria: Impact on Families and Society.
ED 221 275

Physical Education and Sport in the Danish Schools.
ED 221 519

A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404

A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum.
ED 221 261

Why Teach Population Education?
ED 221 431

Educational Opportunities

Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 220 686

Educational Philosophy

Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models.
ED 221 051

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726

Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

Philosophical Perspectives on Values and Ethics in Speech Communication.
ED 220 904

Success as Growth: But Growth Toward What?
ED 221 497

Educational Planning

Annual School-Based Program Budget. 1982-83 Planning and Budgeting for Educational Management. Prototype.
ED 220 977

State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618

Educational Policy

Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association.
ED 220 683

Educational Technology The Congressional Perspective.
ED 220 919//

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981).
ED 221 108

Issues in International Bilingual Education: The Role of the Vernacular.
ED 221 018//

Problems in Allied Health Continuing Education.
ED 221 097

State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618

Educational Practices

Career Education Activities in Colorado Higher Education.
ED 220 719

The Educational System of Yugoslavia. Education around the World.
ED 221 454

Learner Individual Differences and Differentiated Educational Practices.
ED 220 782

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.
ED 220 716

Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449

Educational Principles

Disciplines, Disciples, and Ideology in Social Education.
ED 221 417

Educational Quality

Academic Fraud: A Threat to Quality.
ED 221 107

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.
ED 220 575

On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
ED 221 121

Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).
ED 221 250

Educational Research

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.
ED 220 670

Bibliography of Publications, 1982 Supplement.
ED 221 224

Effective Schools A Review.
ED 221 534

The Effect of Handwriting on Teachers' Grading of High School Essays.
ED 220 836

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619

Research in Education: A Guide to Selected Research Reference Sources.
ED 221 166

Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.
ED 221 523

The Social Side of Schooling: Ecological Studies of Classrooms and Schools.
ED 221 532

Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979).
ED 221 439

Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980).
ED 221 440

Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981).
ED 221 441

Survey on the Status of Educational Researchers.
ED 221 576

TAFE Projects in Progress. No. 1.
ED 220 657

Educational Researchers

Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Survey on the Status of Educational Researchers.
ED 221 576

Educational Resources

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.
ED 221 218

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Handbook of Community Resources for Classroom Use.
ED 220 646

Research in Education: A Guide to Selected Research Reference Sources.
ED 221 166

Resources in Education (RIE). Volume 18, Number 2.
ED 220 566

Educational Responsibility

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

Educational Strategies

Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185

Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Educational Supply

Manpower Planning and Higher Education Policy.
ED 221 080

The American Open University One Answer to the Technology and Curriculum Lag.
ED 220 942//

Changing Organizational Structures to Capitalize on Technology.
ED 220 921//

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726

Computers and Curriculum Promises and Problems.
ED 220 943//

The Consortium Approach: Preserving College Decision-Making.
ED 220 934//

Deploying Educational Technology at an Independent, Urban Institution.
ED 220 935//

A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf.
ED 220 938//

Developing Technology to Enhance the Educational Process.
ED 220 918//

Educational Technology The Congressional Perspective.
ED 220 919//

Evaluating the Use of Technology in Education.
ED 220 929//

The Influence of Instructional Technology on Education: Certainties and Possibilities.
ED 220 948//

Looking to the Future: What Business Are We In?
ED 220 949//

Making the Case for Changing Public Policy.
ED 220 928//

Managing Technological Change in the Dallas Public Schools.
ED 220 930//

Matching Educational Needs with Available Technology: What Is Happening in the Rest of the World.
ED 220 926//

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.
ED 221 349

New Directions for Training Technology.
ED 220 947//

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).
ED 220 916

Technology and the Changing Economics of Education.
ED 220 920//

Training in Curriculum Development and Educational Technology in Higher Education.
ED 221 157

Educational Television

Bridging the Chasm between Telecommunications and Higher Education.
ED 220 940//

The Central Educational Network's Postsecondary Service.
ED 220 936//

Deploying Educational Technology at an Independent, Urban Institution.
ED 220 935//

How Can We Best Produce Courseware?
ED 220 944//

Managing the Development of the Public Telecommunications Center, Spokane, Washington.
ED 220 933//

New Public Broadcasting Programs and Services.
ED 220 924//

Seminole Community College Working with Twenty-Seven Other Institutions.
ED 220 939//

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).
ED 220 916

West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Writing for Instructional Television.
ED 221 158

Educational Testing

Instructional Improvement in the College Classroom.
ED 221 465//

Looking Ahead in Educational Testing and Assessment.
ED 221 599

Educational Therapy

The Psychodrama-Social Dramatics Separation.
ED 220 882

Educational Trends

Four Futures for Social Studies.
ED 221 420

Impact of Energy on New York State Public Education: A Preliminary Report.
ED 220 964

The Influence of Instructional Technology on Education: Certainties and Possibilities.
ED 220 948//

The Law-Focused Education Movement.
ED 221 422

Plotting the Historical Changes in American Secondary School Geography, 1910-1982.
ED 221 425

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).
ED 221 546

Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449

Teaching, Testing, and Technology: English in the Eighties.
ED 220 840

Educationally Disadvantaged

Academic Support Services Programs in Higher Education.
ED 221 079

Special Needs of Students: Essentials for State Planning.
ED 220 971

Educator Role

Public Telecommunications Policies and Education's Options.
ED 220 922//

Effective Classroom Management (Junior High)

Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.
ED 221 605

Elaboration

Effects of Verbal and Visual Elaborations on Concept Learning.
ED 221 549

Electric Batteries

Diesel Mechanics: Electrical Systems.
ED 220 630

Electric Circuits

Basic Electronics II.
ED 220 628

Diesel Mechanics: Electrical Systems.
ED 220 630

Direct Current Series Circuits: An Educational Module.
ED 221 380

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Electrical Systems

Diesel Mechanics: Electrical Systems.
ED 220 630

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Electricity

Direct Current Series Circuits: An Educational Module.
ED 221 380

Electricity. A Bilingual Text Electricidad. Un Texto Bilingue.
ED 220 567

Toward a Regional Geography of Renewable Electrical Energy Resources.
ED 221 406

Electromechanical Technology

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Electronic Equipment

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621

School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160

Electronic Technicians

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Electronics

Basic Electronics II.
ED 220 628

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Elementary Education

A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum.
ED 221 261

Elementary School Curriculum

Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity.
ED 221 284

Elementary School Mathematics

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Awareness Geometry. Mathematics-Methods Program Unit.
ED 221 340

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Measurement. Mathematics-Methods Program Unit.
ED 221 343

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Syntax and Semantics in Learning to Subtract.
ED 221 386

Transformational Geometry. Mathematics-Methods Program Unit.
ED 221 341

User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Elementary School Science

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

Researches on Adolescent Thought: A Framework.
ED 221 354

Elementary School Students

Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271

Communicative Tactics in Children's Second Language Acquisition.
ED 221 262

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.
ED 221 607

An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.
ED 221 483

First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom.
ED 221 298

Left-Handers and Cognitive Proficiency.
ED 221 278

Literature Analysis for Relating Children's Experiences to School.
ED 221 272

Monograph of Play Research.
ED 221 290

Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization.
ED 221 273

Who Flies, Who Cries? Children's Understanding of People from Television and Real Life.
ED 221 267

Elementary School Teachers

In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456

User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Elementary Secondary Education

Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.
ED 221 591

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.
ED 221 592

Elementary Secondary Education Act Title I

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

Elementary Secondary Education Act Title IV

Instructional Materials and School Library Resources.
ED 221 175

Elementary Secondary Education Act Title IV B

ESEA Title IV-B Impact. Washington State Dissemination Report.
ED 220 981

Eligibility

The College Cost Book, 1982-83. Third Edition.
ED 221 116

Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982).
ED 221 117

Embarrassment

Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Emergency Programs

Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

Emotional Adjustment

The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Emotional Development

Emotional Consequences of Child Abuse: The Attachment Relationship.
ED 221 295

Emotional Response

Children & Stress: Helping Children Cope.
ED 221 277

Experiential Awareness of the Effects of Test Score Reports.
ED 220 777

Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Emotions

Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Empathy

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.
ED 220 759

Experiential Awareness of the Effects of Test Score Reports.
ED 220 777

Employed Parents

Families That Work: Children In a Changing World.
ED 221 631//

Employed Women

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.
ED 220 687

Preservice Teachers: Knowledge & Attitudes about Women.
ED 221 521

Employee Attitudes

Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832

Employees

Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 .
ED 220 746

Employer Attitudes

Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.
ED 221 254

Employer Employee Relationship

Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos
ED 220 596

Labor-Management Cooperation: The American Experience.
ED 220 671

Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.
ED 221 264

Employer Supported Day Care

Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.
ED 221 264

Employment

Orientation to Employment in the U.S. for Refugees Chinese.
ED 221 049

Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050

Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048

Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047

Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046

Policy-Related Research on Women in the Southwest.
ED 221 428

Employment Counselors

NATCON 1 CONNAT 1.
ED 220 614

NATCON 2 CONNAT 2.
ED 220 615

Employment Interviews

Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos
ED 220 596

Employment Level

Survey on the Status of Educational Researchers.
ED 221 576

Employment Opportunities

Geography's Relationships with the Community and Region.
ED 221 434

Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

1980-81 Graduate Student Survey. AIP Report.
ED 221 095

Employment Patterns

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
ED 220 595

Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

New England's Vital Resource: The Labor Force.
ED 221 074

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Employment Potential

Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.
ED 220 650

Employment Practices

Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Personnel Selection in Texas Public Schools.
ED 220 950//

Employment Programs

CETA Training Programs: Do They Work for Adults?
ED 220 601

Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study.
ED 220 602

Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.
ED 220 603

Employment Projections

Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Employment Qualifications

Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Energy

Energy Adventure.
ED 221 351

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Toward a Regional Geography of Renewable Electrical Energy Resources.
ED 221 406

Tying into Computers.
ED 221 371

Energy Conservation

Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Energy Adventure.
ED 221 351

Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594

Impact of Energy on New York State Public Education: A Preliminary Report.
ED 220 964

Energy Development

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Energy Education

Energy Adventure.
ED 221 351

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594

A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404

Solar Economics: A Teacher's Guide.
ED 221 403

Tying into Computers.
ED 221 371

Energy Management

Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914

Energy Occupations

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Engineering

Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
ED 221 129

Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.
ED 221 110

A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.
ED 221 232

Video Outreach Graduate Program.
ED 221 113

Engineering Education
Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.
ED 221 364
Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135
National Patterns of Science and Technology Resources 1981.
ED 221 363
Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
ED 221 370
Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

Engineering Graphics
Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.
ED 220 579

Engineering Technology
Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Engineers
National Patterns of Science and Technology Resources 1981.
ED 221 363
Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
ED 221 370
Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

England
Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669

English (Second Language)
The Application of Holistic Grading in an ESL Writing Program.
ED 221 044
Communicative Tactics in Children's Second Language Acquisition.
ED 221 262
English as a Second Language Resource Manual, Volume I.
ED 221 068
English as a Second Language Resource Manual, Volume II.
ED 221 069
HELP. Handbook for English Language Paraprofessionals.
ED 220 658
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040
Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.
ED 221 053
Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659
On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures.
ED 221 031//
Orientation to Employment in the U.S. for Refugees Chinese.
ED 221 049
Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050
Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048
Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047
Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046
A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
ED 220 634

English Instruction
Community College of Philadelphia A Humanities Component Collaboration The 4 C's in Kensington High School.
ED 220 853
Forging Links.
ED 220 845
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.
ED 220 858
Teaching, Testing, and Technology: English in the Eighties.
ED 220 840
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.
ED 221 232

Enlightenment Thought
The Enlightenment and Due Process of Law.
ED 221 447

Enrollment Projections
Illinois Public School Enrollment Analyses and Projections.
ED 220 980
Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report.
ED 220 975

Enrollment Rate
Minority Servicing Institutions: A Status Report.
ED 221 132

Enrollment Trends
Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981.
ED 221 096
Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981.
ED 221 094
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.
ED 221 149
Illinois Public School Enrollment Analyses and Projections.
ED 220 980
Oregon Community College Tables, 1966-1981.
ED 221 259
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report.
ED 220 976
Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report.
ED 220 975
Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81.
ED 221 236
1981 Doctorate Recipients from United States Universities. Summary Report.
ED 221 134

Entrepreneurship
Looking to the Future: What Business Are We In?
ED 220 949//

Environmental Education
Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.
ED 220 662
Energy Adventure.
ED 221 351
Experiential Humanistic Environmental Education: A Description and Rationale.
ED 221 368
INTERP: A Computer Simulation Game of the Interpretive Planning Process.
ED 221 379
A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404
Tying into Computers.
ED 221 371

Environmental Influences
Teachers' Attitudes toward Reading and Their Students' Reading Habits.
ED 220 801
Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Epistemology
Rhetoric, Alchemy and Heuristic Procedures: Some Epistemological Questions.
ED 220 861

Equal Education
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318
The Design of a Snark That Is Not a Boojum: Learning from Evaluation.
ED 221 415
The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.
ED 221 092
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624
A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.
ED 220 623

Equal Opportunities (Jobs)
Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.
ED 220 687
Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328
Program Access Master Planning Guide.
ED 220 589

Equipment
Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.
ED 220 677

Equipment Maintenance
Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Equipment Utilization
Sporting Goods. Fishing and Hunting Equipment.
ED 220 591

Equivalency Tests
Assessment and Non Formal Education: The Philippine Experience.
ED 220 570
Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment.
ED 221 583

ERIC
Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Error Analysis (Language)
Interference in Sentence Memory.
ED 220 823

Error Detection
NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Error Patterns
Syntax and Semantics in Learning to Subtract.
ED 221 386

Escandon (Jose de)
Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Essays
The Effect of Handwriting on Teachers' Grading of High School Essays.
ED 220 836

Ethical Instruction
Moral Education and the Curriculum Process: A Case Study of Jamaica.
ED 221 409

Ethics
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834
Philosophical Perspectives on Values and Ethics in Speech Communication.
ED 220 904
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Ethnic Bias
Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612
The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.
ED 221 643

Ethnic Groups
Cognitive Styles and the Mexican-American Child: A Review of Literature.
ED 221 285
Cross-Cultural Spanking Practices Implications for Parenting and Education.
ED 221 286
Minority Student Response to the Anthropology of Asian Black Populations. Revised.
ED 221 629
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.
ED 221 625
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.
ED 221 623
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.
ED 221 622

Ethnic Studies
Six American Histories.
ED 221 416

Ethnography
Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.
ED 221 595

Ethos Level
Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''
ED 220 879

Europe
Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

European Community
The Educational Systems in the European Community: A Guide.
ED 220 993//

European History
The Enlightenment and Due Process of Law.
ED 221 447

Evaluation
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.
ED 220 670
Evaluating the Use of Technology in Education.
ED 220 929//

Evaluation Criteria
The Application of Holistic Grading in an ESL Writing Program.
ED 221 044
A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.
ED 220 590
A Concern for Professionalism.
ED 221 237
Developing Objective Criteria for Evaluating Student Athletic Trainers.
ED 221 461//
Evaluating Student Athletic Trainers with Objective Criteria.
ED 221 463//
Evaluating Student Clinical Performance.
ED 221 462//
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148
A Judicial Paradigm for the Evaluation of Debates.
ED 220 895
Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs.
ED 221 032//
Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490
Library Signs and the Disabled.
ED 221 162
The Need for Subjectivity and Objectivity in the Athletic Training Evaluation.
ED 221 464//
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147
Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.
ED 221 523
Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.
ED 220 828
Testing of a Program Evaluation Model: Final Report.
ED 221 240
Theoretical Definition of Instructor Role in Computer-Managed Instruction.
ED 221 156
The Use and Misuse of Evidence in Debate.
ED 220 896

Evaluation Methods
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567
Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.
ED 221 566
Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.
ED 221 565
Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.
ED 221 568
Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
ED 221 569
Children's Literature The Search for Excellence.
ED 220 846
Data Collection and Language Assessment Policy.
ED 221 033//
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA.
ED 220 644
Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448
Evaluating Student Athletic Trainers with Objective Criteria.
ED 221 463//
Evaluating Student Clinical Performance.
ED 221 462//
Evaluating Trainees in the Counseling Practicum.
ED 221 492
Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604
Family Assessment Process Manual.
ED 220 784
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637
Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.
ED 221 597
The Need for Subjectivity and Objectivity in the Athletic Training Evaluation.
ED 221 464//
The Role of Evaluation and Plans for Evaluating the Current Testing Program.
ED 221 581
Testing of a Program Evaluation Model: Final Report.
ED 221 240

Evaluation Needs
Evaluating an Instructional System in Mathematics.
ED 220 937//
Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604

Evaluation Utilization
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559
Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604

Evaluators
Training the Evaluation Expert: An Evaluator Returns to the Field.
ED 221 572

Evidence
Evidence Law for Teacher Employment Termination Hearings.
ED 220 952//
The Use and Misuse of Evidence in Debate.
ED 220 896

Evolution
Intelligent Life Out There: Are We Alone?
ED 221 357

Exceptional Persons
Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675
Physical Education for Special Populations: Beyond P. L. 94-142.
ED 221 515
Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674

Exchange Programs
Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.
ED 221 613
Training the Evaluation Expert: An Evaluator Returns to the Field.
ED 221 572

Exemplary Center for Reading Instruction
Maine Studies ECRI.
ED 220 824

Exercise
Physiological Effects of Strength Training and Various Strength Training Devices.
ED 221 477//

Exercise Physiology
Physiological Effects of Strength Training and Various Strength Training Devices.
ED 221 477//
Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980).
ED 221 457//
Salt, Water, and Athletes.
ED 221 480//
Strength Training: Program Organization and Proper Neck Development.
ED 221 478//

Expectation
Professional Disclosure, Consumerism, and Counselor Preparation.
ED 220 733
Research on the Self-Fulfilling Prophecy and Teacher Expectations.
ED 221 530
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.
ED 221 142

Expenditure Per Student
The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Expenditures
A Resource Requirements Prediction Model for the Central Administration Support Program in a University.
ED 221 136

Experiential Learning
Activity-Centred Approaches to Second Language Learning.
ED 221 066
Experiential Humanistic Environmental Education: A Description and Rationale.
ED 221 368
Literature Analysis for Relating Children's Experiences to School.
ED 221 272
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
ED 221 121
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617
Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979).
ED 221 077
To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.
ED 221 618

Experimental Psychology
Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161
The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212

Exports
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51.
ED 221 377

Extension Education
CUNY Tech Continuing Education Annual Report, 1981-1982.
ED 221 243

External Degree Programs
Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program.
ED 221 085//
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
ED 221 121
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.
ED 221 142
Video Outreach Graduate Program.
ED 221 113

Extracurricular Activities
Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds.
ED 220 913
Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

Extraterrestrial Life
Intelligent Life Out There: Are We Alone?
ED 221 357

Eyes
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer.
ED 221 471//

Facial Features
Gender and Attractiveness Related to Preschool Peer Interactions.
ED 221 269

Facilitators
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Facility Guidelines
Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972
Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914
Summary of Architectural Standards and Requirements.
ED 220 587

Factor Analysis
Individual Differences and Time-Sharing Ability: A Critical Review and Analysis.
ED 221 550

Factor Structure
Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators.
ED 221 603

Faculty Advisers
Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979).
ED 221 091
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978).
ED 221 090

Faculty Development
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973
Faculty Development Program in Writing across the Curriculum.
ED 220 852
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs.
ED 221 455
Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978).
ED 221 076
Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979).
ED 221 077
Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669
Training in Curriculum Development and Educational Technology in Higher Education.
ED 221 157

Faculty Evaluation
A Concern for Professionalism.
ED 221 237
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Faculty Publishing
University of Maryland Origins of Publications in Student Personnel Journals.
ED 220 756

Faculty Workload
Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
ED 221 129
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127

Failure
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Family (Sociological Unit)
Families That Work: Children In a Changing World.
ED 221 631//
Family Assessment Process Manual.
ED 220 784

Family Characteristics
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.
ED 221 102
Puerto Rican Youth: Dropping Out and Delinquency.
ED 221 638
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.
ED 221 623
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.
ED 221 626

Family Counseling
Family Assessment Process Manual.
ED 220 784

Family Environment
Literacy and Child Rearing.
ED 221 265
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.
ED 221 625
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.
ED 221 623
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.
ED 221 622

Family Income
Characteristics of Black Postsecondary Students.
ED 221 124

Family Involvement
Perception of Parent-Child Interaction in Three-Generational Black Family.
ED 221 281

Family Life
Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749

Family Life Education
Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

Family Programs
Annotated Directory of Exemplary Family Based Programs. Revised Edition.
ED 221 276
Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Family Relationship
Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.
ED 220 769
Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749

Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families. ED 220 735

Family Role
Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40. ED 220 769

Family School Relationship
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper. ED 221 632
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools. ED 221 624
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions. ED 221 622

Family Structure
Families That Work: Children In a Changing World. ED 221 631//

Family Violence
Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman. ED 220 732

Fantasy
Who Flies, Who Cries? Children's Understanding of People from Television and Real Life. ED 221 267

Farm Management
Core II Materials for Rural Agricultural Programs. Units A-D. ED 220 689

Fear
Elderly Multiple Victims: More Frequent than Commonly Thought? ED 220 760
Perspectives on Death: A Developmental Study. ED 220 739

Federal Aid
The College Cost Book, 1982-83. Third Edition. ED 221 116
The Effect of Tuition Tax Credits on Urban Schools. ED 221 641
ESEA Title IV-B Impact. Washington State Dissemination Report. ED 220 981
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series. ED 221 110
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report. ED 221 149
Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981). ED 221 103//
Financing Medical Education, 1982-1983. ED 221 137
The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications. ED 220 685
Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982). ED 221 117

Federal Communications Commission
FCC and the Sunshine Act. ED 220 892

Federal Courts
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973. ED 220 588

Federal Government
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress. ED 221 112
Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers. ED 221 426

Federal Indian Relationship
We Are Metis. A Metis View of the Development of a Native Canadian People. ED 221 311

Federal Legislation
Advertising and Regulation during the New Deal Era, 1933-1941. ED 220 848
Annual Evaluation Report: Volume II, Fiscal Year 1981. ED 221 610
Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981). ED 221 227
FCC and the Sunshine Act. ED 220 892
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973. ED 220 588
Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs. ED 220 603
Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238
Retirement Policy: Planning for Change. Information Series No. 242. ED 220 724
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors. ED 220 673
Statewide Guidelines on Program Accessibility for Persons with Disabilities. ED 220 586
We Are Metis. A Metis View of the Development of a Native Canadian People. ED 221 311

Federal Programs
Annual Evaluation Report: Volume II, Fiscal Year 1981. ED 221 610
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study. ED 220 602
Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development. ED 221 291
Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session. ED 221 283
State and Federal Programs for Special Student Populations. ED 220 970

Federal State Relationship
A Changing Federalism: The Condition of the States. ED 220 915
The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6. ED 220 667

Federalism
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare. ED 221 299

Fees
No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future. ED 221 163

Females
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide. ED 221 500
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women. ED 221 506
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color. ED 221 504
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women. ED 221 507
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality). ED 221 505
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored. ED 221 508
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography. ED 221 503
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide. ED 221 501
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual. ED 221 502
Black Feminism and Race Uplift,'' 1890-1900. Working Paper. ED 221 445
Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper. ED 221 444
Communication Effectiveness and the Professional Woman. ED 220 898
Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 . ED 220 785
Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session. ED 220 687
The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper. ED 221 442
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981. ED 221 509
The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report. ED 220 595
Men and Women in Ships: Preconceptions of the Crews. ED 220 665
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981. ED 221 616
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition. ED 221 614
My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female. ED 221 436
Personality Variables in Female Homosexuality. ED 220 766
Policy-Related Research on Women in the Southwest. ED 221 428
Preservice Teachers: Knowledge & Attitudes about Women. ED 221 521
Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science. ED 221 328
Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research. ED 221 619
Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership. ED 221 489
Symbols of Sexual Separation and Androgyny in Myth and Religion. ED 221 453
Symposium on Minorities and Women in Science and Technology. Serial AA. ED 221 378

Feminism
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition. ED 221 614
Natalie Clifford Barney: An Annotated Bibliography. ED 220 847

Fiction
Judy Blume and Beyond. ED 220 859

Field Crops
Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report. ED 220 609

Field Dependence Independence
Toward an Information Processing Analysis of Field-Independence. ED 221 551

Field Studies
Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching. ED 221 590

Figurative Language
If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper. ED 221 443

Finance Reform
Tax Limitations in Massachusetts. ED 220 983
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare. ED 221 299

Financial Audits
Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds. ED 220 913
School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting. ED 220 912

Financial Policy
The Politics of Economic Retrenchment in Higher Education. ED 221 111

Financial Problems
Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982). ED 221 117
Revenue Diversification: A New Source of Funds for Community Colleges. ED 221 251

Financial Reporting
School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting. ED 220 912

Financial Services
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress. ED 221 112

Financial Support
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series. ED 221 110
National Patterns of Science and Technology Resources 1981. ED 221 363
Oregon Community College Tables, 1966-1981. ED 221 259
Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238
The Research Universities and Their Patrons. ED 221 088//
Revenue Diversification: A New Source of Funds for Community Colleges. ED 221 251
1981 Doctorate Recipients from United States Universities. Summary Report. ED 221 134

Fine Arts
Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices. ED 221 421

Fire Protection
Young Children: A New Target for Public Fire Education. ED 221 375

Fire Safety Education
Young Children: A New Target for Public Fire Education. ED 221 375

First Aid
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer. ED 221 471//
Implications of Tissue Healing to Treatment. ED 221 474//
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//
Shoulder Problems in Athletes. ED 221 469//
The Student Trainer Clinical Experience at Lock Haven State College. ED 221 460//
The Use of Drugs in Sports. ED 221 476//

Fisheries
Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982. ED 220 662

Fishing
Sporting Goods. Fishing and Hunting Equipment. ED 220 591

Flight Simulation
Vision Research for Flight Simulation. Final Report. ED 220 599

Flight Training
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981. ED 220 600
Vision Research for Flight Simulation. Final Report. ED 220 599

Florida
Seminole Community College Working with Twenty-Seven Other Institutions. ED 220 939//
Solar Economics: A Teacher's Guide. ED 221 403
Surrogate Learning Measures: Credit, Other Units and Non-Credit. ED 221 081

Florida Teacher Certification Examination
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination. ED 221 570

Folk Culture
L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet. ED 221 021
Literatura Oral Hispanica (Hispanic Oral Literature). ED 221 332

Food
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377

Food and Drug Inspectors
Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720

Food Processing Occupations
Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720

Food Service
Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide. ED 220 660
A Report of Selected Residential Continuing Education Centers in the United States. ED 221 075
Vocational Gerontology Program. Food Services for the Aged. ED 220 684

Foods Instruction
Vocational Gerontology Program. Food Services for the Aged. ED 220 684

Football
Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//

Foreign Countries
The Educational Systems in the European Community: A Guide. ED 220 993//
Nursery School Education in Nigeria: Impact on Families and Society. ED 221 275
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation. ED 220 830

Foreign Policy
Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874

Foreign Service Institute Interview
Foreign Language and Bilingual Assessment: Issues Approaches. ED 221 029//

Foreign Students
Costs at U.S. Educational Institutions, 1982/83. ED 221 146
Education Skills Training Project-Nepal: Final Report and Process Evaluation. ED 221 432

Foreigner Talk
Foreigner Talk in the U.S. and Germany: Contrast and Comparison. ED 221 064

France
The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper. ED 221 442

Fraud
Academic Fraud: A Threat to Quality. ED 221 107

Free University of Brussels (Belgium)
A Resource Requirements Prediction Model for the Central Administration Support Program in a University. ED 221 136

Freedom of Speech
High School Press Pressures. ED 220 891
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation. ED 220 830
The Prison Press. ED 220 900

Freire (Paulo)
Language and Culture in Conflict. Problem-Posing in the ESL Classroom. ED 221 043//

French
Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves). ED 221 034
Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change). ED 221 037
Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence). ED 221 035
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07. ED 221 041
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01. ED 221 042
Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse). ED 221 038
L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet. ED 221 021

Freshman Composition
A Seminar in Rhetoric and the Humanities: Rationale and Structure. ED 220 854
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering. ED 221 232

Friends of the Library
A Survey of the Friends of the Library Recent Activities in Ohio: Report Description. ED 221 199

Fringe Benefits
A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80. ED 220 957//

Fuel Consumption
Impact of Energy on New York State Public Education: A Preliminary Report. ED 220 964

Fuel Systems
Diesel Mechanics: Fuel Systems. ED 220 631

Fuels
Petroleum Marketing. Selling Automotive Products and Services. ED 220 592

Fund Raising
The Costs and Benefits of Deferred Giving. ED 221 118//
An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition. ED 221 138
Revenue Diversification: A New Source of Funds for Community Colleges. ED 221 251

Fused Curriculum
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster. ED 220 858

Futures (of Society)
Chicano Aging and Mental Health. ED 221 312
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244. ED 220 726
Congressional Perspectives on Information Technology. ED 220 917//
Four Futures for Social Studies. ED 221 420
The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session. ED 221 452
Impact of Energy on New York State Public Education: A Preliminary Report. ED 220 964
The Influence of Instructional Technology on Education: Certainties and Possibilities. ED 220 948//
Looking to the Future: What Business Are We In? ED 220 949//
Strategic Planning for Community Services and Continuing Education. ED 221 249

Game Theory
The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311. ED 221 382

Games
Game Skill Development. ED 221 527

General Education
Perspectives on Liberal Education: Pioneers and Pallbearers. ED 221 120//
Secondary Vocational Education, Basic Skills, and Employment. Revised. ED 220 617

Geographic Concepts
Culture Theory in Geography. ED 221 424

Geographic Location
Toward a Regional Geography of Renewable Electrical Energy Resources. ED 221 406

Geography
Culture Theory in Geography. ED 221 424
Geography's Relationships with the Community and Region. ED 221 434
Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154. ED 221 195
The Nature, Unity and Value of Geography. ED 221 423

Geography Instruction
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs. ED 221 455
The Nature, Unity and Value of Geography. ED 221 423
Plotting the Historical Changes in American Secondary School Geography, 1910-1982. ED 221 425

Geology
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49. ED 221 374

Geometric Concepts
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual. ED 221 342
Awareness Geometry. Mathematics-Methods Program Unit. ED 221 340
Children's Understanding of Angle at the Primary/Secondary Transfer Stage. ED 221 383
Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects. ED 221 358
Measurement. Mathematics-Methods Program Unit. ED 221 343
Transformational Geometry. Mathematics-Methods Program Unit. ED 221 341

Geometric Constructions
Children's Understanding of Angle at the Primary/Secondary Transfer Stage. ED 221 383

Geometry
Early Learning of Logic and Geometry Using Microcomputers: Final Report. ED 221 359

Geriatrics
Gerontology: A Bibliography of Selected Resources. ED 220 750

German
Foreigner Talk in the U.S. and Germany: Contrast and Comparison. ED 221 064

Gerontology
Elderly Multiple Victims: More Frequent than Commonly Thought? ED 220 760
Gerontology: A Bibliography of Selected Resources. ED 220 750
Vocational Gerontology Program. Food Services for the Aged. ED 220 684

GI Bill
Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session. ED 220 686

Gifted
Evaluation of the Gifted and Talented Program, 1980-81. ED 221 010
Kentucky Guidelines for Gifted Education. Revised. ED 221 014

Gifted Disadvantaged
Evaluation of the Gifted and Talented Program, 1980-81. ED 221 010

Global Approach
Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981). ED 221 062
Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874
Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II. ED 221 430

Goal Setting
Self-Development for Native American Adults. ED 220 632

God (Concept)
Religious Orientation and the Concepts of God Held by University Students. ED 220 757

Governance
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255

Governing Boards
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255

Government Publications
Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual. ED 221 226

Government Role
Congressional Perspectives on Information Technology. ED 220 917//
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study. ED 220 602
Educational Technology The Congressional Perspective. ED 220 919//
Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981). ED 221 103//
Nutrition Education Research: Directions for the Future. Proceedings . ED 221 405//
Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session. ED 221 314
Public Telecommunications Policies and Education's Options. ED 220 922//
Tax Limitations in Massachusetts. ED 220 983
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare. ED 221 299

Government School Relationship
A Changing Federalism: The Condition of the States. ED 220 915
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area. ED 221 140
The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools. ED 220 985

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series. ED 221 110

A Policy and Program Evaluation of the Statewide Course Numbering System. ED 221 089

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981). ED 221 546

The Research Universities and Their Patrons. ED 221 088//

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12. ED 221 105

Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981). ED 221 106

Grading

The Effect of Handwriting on Teachers' Grading of High School Essays. ED 220 836

Instructional Improvement in the College Classroom. ED 221 465//

Graduate Students

Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981. ED 221 096

1980-81 Graduate Student Survey. AIP Report. ED 221 095

Graduate Study

Education Skills Training Project-Nepal: Final Report and Process Evaluation. ED 221 432

The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report. ED 221 073

Video Outreach Graduate Program. ED 221 113

Graduate Surveys

Follow-up Studies of Teacher Education Program Graduates. ED 221 544

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980. ED 220 688

Graduates

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota. ED 220 635

Graduation Requirements

Standards for Standard Setting. ED 221 594

Grammar

The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing. ED 221 026//

Grandparents

Perception of Parent-Child Interaction in Three-Generational Black Family. ED 221 281

Grants

An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition. ED 221 138

Public Understanding of Science. Summary of Grants and Activities 1976-1981. ED 221 369

Graphs

Graphs: The Picturing of Information. Mathematics-Methods Program Unit. ED 221 344

Great Britain

A Resource Requirements Prediction Model for the Central Administration Support Program in a University. ED 221 136

Grief

Death Education for the Health Professional. ED 221 100//

Group Counseling

Eliminating Self-Defeating Behaviors: New Group Procedures. ED 220 743

Group Dynamics

Conceptual Approaches to the Study of Small Group Interaction. ED 220 899

Working with Vocational Advisory Committees. Inservice Instructional Unit. ED 220 653

Group Experience

Group Games in Early Education: Implications of Piaget's Theory. ED 221 294

Group Membership

Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time. ED 221 557

Guidelines

Handbook of Community Resources for Classroom Use. ED 220 646

How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook. ED 220 616

Habit Formation

Teachers' Attitudes toward Reading and Their Students' Reading Habits. ED 220 801

Hand Tools

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A. ED 220 677

Handicap Identification

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 220 675

Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years. ED 221 013

Handwriting

The Effect of Handwriting on Teachers' Grading of High School Essays. ED 220 836

Harvesting

Core II Materials for Rural Agriculture Programs. Units E-H. ED 220 690

Hawaii

A Report of the Annual High School Workshop on Managing Hawaii's Future (5th). ED 221 373

To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii. ED 221 618

Hazardous Materials

Prudent Practices for Handling Hazardous Chemicals in Laboratories. ED 221 362//

Health

Policy-Related Research on Women in the Southwest. ED 221 428

Health Activities

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults. ED 220 761

Health Education

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement. ED 221 218

An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children. ED 221 483

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults. ED 220 761

Rx for OTC Users: Improved Health Education. ED 220 902

Health Occupations

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement. ED 221 218

Health Personnel

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project. ED 220 612

Health Services

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981). ED 221 002

Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association. ED 221 482//

Health Status

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences. ED 221 263

Hearing Impairments

Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books. ED 221 154

Hearings

The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561

Evidence Law for Teacher Employment Termination Hearings. ED 220 952//

Heart Rate

Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package. ED 220 713

Temperature, Pulse, and Respiration. Learning Activity Package. ED 220 712

Heating

Impact of Energy on New York State Public Education: A Preliminary Report. ED 220 964

Help Seeking

The Regional Parenting Surveys: Base Sample Survey. Technical Report. ED 221 305

Heuristic Methods

Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects. ED 221 358

Heuristics

Rhetoric, Alchemy and Heuristic Procedures: Some Epistemological Questions. ED 220 861

High Risk Persons

Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk. ED 221 274

The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants. ED 221 292

Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982. ED 221 634

High Risk Students

The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges. ED 221 239

Study of Georges Valley High School Drop Out Program. ED 220 768

High School Graduates

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System. ED 220 640

High School Seniors

Highlights from Student Drug Use in America, 1975-1981. ED 220 755

High School Students

Mexican American and Puerto Rican Prospective Engineering Students. ED 221 135

A Training Guide for Peer Group Counselors. Revised. ED 220 763

High Schools

Rural Vocational Assessment: Lincoln County, Washington. Final Report. ED 221 316

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools. ED 221 317

Higher Education

Academic Fraud: A Threat to Quality. ED 221 107

Coming Together Public Television and Higher Education. ED 221 128

Company-College Links: Examples of What Works A University Advisory Council Report. ED 221 144

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981). ED 221 103//

Higher Education and Its Useful Past. Applied History in Research and Planning. ED 221 119//

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981). ED 221 108

Manpower Planning and Higher Education Policy. ED 221 080

New England's Vital Resource: The Labor Force. ED 221 074

The Politics of Economic Retrenchment in Higher Education. ED 221 111

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario. ED 221 092

Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978). ED 221 076

Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979). ED 221 077

The University in Colonial Spanish America: A Historiographical Survey. ED 221 082

Higher Education Instructional Television Project

West Virginia HEITV: A Grassroots Approach to Telecourse Utilization. ED 221 123

Hispanic American Culture

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican). ED 221 054

Hispanic Americans

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality). ED 221 505

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper. ED 221 644

Literatura Oral Hispanica (Hispanic Oral Literature). ED 221 332

Minority Servicing Institutions: A Status Report. ED 221 132

Puerto Ricans in Science and Biomedicine: Report of a Conference. ED 221 350

History

Six American Histories. ED 221 416

History Instruction

Doing History. ED 221 413

United States History Curriculum Guide. Grade 11. ED 221 411

Hmong

Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob. ED 221 050

Holistic Evaluation

The Application of Holistic Grading in an ESL Writing Program. ED 221 044

Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2. ED 221 588

Home Economics

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development. ED 220 590

Home Programs

Annotated Directory of Exemplary Family Based Programs. Revised Edition. ED 221 276

Play Programs at Home to Stimulate Growth. ED 221 007

Home Study

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982. ED 220 654

Homebound

Homebound/Cluster-A.B.E./ Special Demonstration Project-309. ED 220 607

Homemakers

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development. ED 220 590

Homemaking Skills

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development. ED 220 590

Honors Curriculum

Transfer, Honors and Excellence: Six Districts Spotlighted. ED 221 257

Horticulture

Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610

Core II Materials for Rural Agriculture Programs. Units E-H. ED 220 690

Hospices

Death Education for the Health Professional. ED 221 100//

Hospitality Occupations

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide. ED 220 660

Hospitalized Children

The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants. ED 221 292

Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization. ED 221 273

Hotels

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide. ED 220 660

Housing

A Report of Selected Residential Continuing Education Centers in the United States. ED 221 075

Human Body

Anatomy and Selected Biomechanical Aspects of the Shoulder. ED 221 468//

Human Geography

Culture Theory in Geography. ED 221 424

Human Services

Family Assessment Process Manual. ED 220 784

We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children. ED 220 998

Humanism

Technology and Humanism Are They Compatible? ED 220 946//

Humanistic Education

Experiential Humanistic Environmental Education: A Description and Rationale. ED 221 368

Humanities

Humanities and the Art of Being. ED 221 244

An Interdisciplinary Course Involving Science and the Humanities. Final Report. ED 221 233

Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979). ED 221 086

A Seminar in Rhetoric and the Humanities: Rationale and Structure. ED 220 854

Update on Research on the Humanities in Community Colleges. ED 221 231

Humanities Instruction

Community College of Philadelphia A Humanities Component Collaboration The 4 C's in Kensington High School. ED 220 853

Humor

Literatura Oral Hispanica (Hispanic Oral Literature). ED 221 332

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.'' ED 220 879

Hunting

Sporting Goods. Fishing and Hunting Equipment. ED 220 591

Hygiene

Grooming. Instructor's Packet. Learning Activity Package. ED 220 697

Grooming. Learning Activity Package. ED 220 696

Handwashing Technique. Instructor's Packet. Learning Activity Package. ED 220 699

Handwashing Technique. Learning Activity Package. ED 220 698

The Surgical Scrub. Instructor's Packet. Learning Activity Package. ED 220 709

The Surgical Scrub. Learning Activity Package. ED 220 708

Idea Generation

Computer Instruction on Generating Ideas for Writing Description. ED 220 868

Identification (Psychology)

Judy Blume and Beyond. ED 220 859

Who Flies, Who Cries? Children's Understanding of People from Television and Real Life. ED 221 267

Illinois

A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation. ED 220 955//

Data Collection and Language Assessment Policy. ED 221 033//

Illinois Public School Enrollment Analyses and Projections. ED 220 980

Illinois Vocational Home Economics Curriculum Guide. ED 220 639

The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda. ED 220 954//

Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges. ED 221 230

Illinois Institute of Technology

Deploying Educational Technology at an Independent, Urban Institution. ED 220 935//

Imagination

Spontaneity and Imagination in Drama: An Investigation. ED 220 878

Immersion Learning Project

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children. ED 221 296

Immersion Programs

Activity-Centred Approaches to Second Language Learning. ED 221 066

Impact

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV. ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design. ED 220 670

Impact Evaluation Model

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV. ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design. ED 220 670

Impact Studies

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies. ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies. ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report. ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report. ED 220 730

In School Suspension

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies. ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies. ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report. ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report. ED 220 730

Incentives

The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey. ED 220 676

Income

CETA Training Programs: Do They Work for Adults? ED 220 601

Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125

Characteristics of Women Postsecondary Students. ED 221 126

Independent Study

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves). ED 221 034

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241. ED 220 723

The Processes of Self Directed Learning: A Study of Adult Language Learners. ED 221 065

Indexes

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13. ED 221 204

Resources in Education (RIE). Volume 18, Number 2. ED 220 566

Indexing

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13. ED 221 204

Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition. ED 221 173

India

Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979). ED 221 370

Individual Activities

Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report. ED 221 129

Learning at Home: A Preschool Activity Handbook. ED 220 997

Individual Characteristics

Kindergarten in the 80's: Teachers Handbook. ED 221 303

Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Individual Development

An Analysis of Student Success.'' ED 221 498

Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development. ED 221 291

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245. ED 220 727

Literature Analysis for Relating Children's Experiences to School. ED 221 272

Success as Growth: But Growth Toward What? ED 221 497

Individual Differences

Individual Differences and Time-Sharing Ability: A Critical Review and Analysis. ED 221 550

Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects. ED 221 358

Learner Individual Differences and Differentiated Educational Practices. ED 220 782

Looking Ahead in Educational Testing and Assessment. ED 221 599

Personality Variables in Female Homosexuality. ED 220 766

Student Development on Three Vectors over Four Years. ED 220 736

Individual Instruction

Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment. ED 221 039

Individual Needs

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition. ED 221 287

Individual Testing

Criterion-Referencing of Performance by Latent-Trait Scaling. ED 221 547

Individualized Education Programs

Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH. ED 220 717

Fostering Success of Non-Traditional Students. ED 221 495

Increasing the Usefulness of the Individualized Education Program. ED 220 994

Vocational Education for the Handicapped. Inservice Instructional Unit IA. ED 220 652

Individualized Instruction

Bibliography of Publications, 1982 Supplement. ED 221 224

The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311. ED 221 382

How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education. ED 220 606

The Regis Plan for Individualization. ED 220 979

The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506. ED 221 381

Three Models for Individualizing Instruction in Library Education. ED 221 200

Indochinese

Cultural Orientation Resource Manual, Volume I. ED 221 070

Cultural Orientation Resource Manual, Volume II. ED 221 071

English as a Second Language Resource Manual, Volume I. ED 221 068

English as a Second Language Resource Manual, Volume II. ED 221 069

A New Look at America's Refugee Policy. ED 221 645

Induction

Developmental Changes in the Induction of Semantic Relations. ED 221 548

Industry

Career Education: Collaboration with the Private Sector. Information Series No. 246. ED 220 728

Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 . ED 220 746

Company-College Links: Examples of What Works A University Advisory Council Report. ED 221 144

Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation. ED 221 364

Infants

The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants. ED 221 292

Inference

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies. ED 220 789

Influences

From High School to Adulthood: A Survey of South Carolina Young People. ED 221 321

Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers. ED 221 426

Informal Education

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241. ED 220 723

Informal Reading Inventories

Reading Diagnosis: Informal Reading Inventories. ED 220 816//

Information Centers

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States. ED 221 171

A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report. ED 220 681

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19. ED 221 210

Information Dissemination
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561
Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning. ED 221 194
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report. ED 220 681
Survey of Career Information Systems in Secondary Schools. Final Report of Study 1. ED 220 663
Teacher Certification in Consortium-Based Teacher Education. ED 221 542

Information Needs
Defining Information Needs of Computer Users: A Human Communication Problem. ED 221 189
Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20. ED 221 211
Student Affairs Communication with Faculty: An Analysis. ED 221 099
Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12. ED 221 203

Information Networks
Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada. ED 221 174
Minnesota's Occupational Information System: Toward Improving the Network. ED 220 636
School Libraries and Technology: A Sourcebook. ED 221 178
The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6. ED 220 667

Information Policy
Congressional Perspectives on Information Technology. ED 220 917//

Information Retrieval
Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning. ED 221 194
The OCLC Terminal: An Instruction Manual. ED 221 164
Online Retrieval Systems Users Survey from Texas. ED 221 221

Information Science
Congressional Perspectives on Information Technology. ED 220 917//

Information Scientists
No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future. ED 221 163

Information Seeking
An Approach to Library Research for the Part-Time Undergraduate Student. ED 221 182
Defining Information Needs of Computer Users: A Human Communication Problem. ED 221 189
Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs. ED 221 220

Information Services
Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States. ED 221 171
Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7. ED 221 214
No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future. ED 221 163

Information Sources
Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources. ED 220 664
Library Resources and Services for Faculty. ED 221 193
Research in Education: A Guide to Selected Research Reference Sources. ED 221 166

Information Storage
NLS Data Entry Quality Control: The Fourth Follow-Up Survey. ED 221 593

Information Systems
Minnesota's Occupational Information System: Toward Improving the Network. ED 220 636
Status of Statewide Career Information Delivery Systems. ED 220 668
Survey of Career Information Systems in Secondary Schools. Final Report of Study 1. ED 220 663
Systemwide Student Tracking and Retention Programs. A Special Seminar. ED 221 131

Information Transfer
Local District to MSRTS/SIS Cross-Referencing Assistance. ED 221 325

Information Utilization
Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II. ED 221 430

Injuries
Anatomy and Selected Biomechanical Aspects of the Shoulder. ED 221 468//
The Athletic Foot and Its Import to Performance during Running. ED 221 470//
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer. ED 221 471//
Implications of Tissue Healing to Treatment. ED 221 474//
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//
Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//
Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980). ED 221 457//
A Proposed Athletic Training Curriculum Design. ED 221 467//
Shoulder Problems in Athletes. ED 221 469//
Transcutaneous Electrical Nerve Stimulation: Research Update. ED 221 475//

Input Output Devices
The OCLC Terminal: An Instruction Manual. ED 221 164

Inservice Education
NIE Directory of Inservice Training Programs for Principals. ED 220 987

Inservice Teacher Education
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual. ED 221 502
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82. ED 220 627
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH. ED 220 717
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region. ED 220 641
Effective Classroom Communication. Inservice Instructional Unit VIIA. ED 220 643
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA. ED 220 644
Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7. ED 220 792
Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA. ED 220 645
Faculty Development Program in Writing across the Curriculum. ED 220 852
Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children. ED 221 296
Metaphors of Change and Models of Inservice. ED 221 486
Planning and Conducting Inservice Training for Vocational Teachers. ED 220 648
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College. ED 221 252
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA. ED 220 649
Staff Development. ED 221 537
Student Vocational Organizations. Inservice Instructional Unit IIG. ED 220 651
The Teaching of Writing as Quality Staff Development. Monograph Number One. ED 220 849
Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication. ED 220 669
Vocational Education for the Handicapped. Inservice Instructional Unit IA. ED 220 652
Working with Vocational Advisory Committees. Inservice Instructional Unit. ED 220 653

Institutes (Training Programs)
Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979). ED 221 439
Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980). ED 221 440
Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981). ED 221 441

Institutional Characteristics
Effective Schools A Review. ED 221 534
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools. ED 221 636
Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports. ED 221 264
Successful School Series. ED 221 640
Validation of a Theoretical Model of College Dropouts. ED 221 130

Institutional Cooperation
Integrating Research and Professional Training: A Dialogue. ED 221 601

Institutional Evaluation
Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238

Institutional Research
The Institutional Research Director: Professional Development and Career Path. ED 221 143

Institutional Role
Looking to the Future: What Business Are We In? ED 220 949//
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979). ED 221 086

Institutionalized Persons
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1[illegible] ED 221 586

Instruction
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time. ED 220 965

Instructional Design
Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978). ED 221 155
Three Models for Individualizing Instruction in Library Education. ED 221 200
Writing for Instructional Television. ED 221 158

Instructional Development
How Can We Best Produce Courseware? (The Process of Courseware Development). ED 220 945//
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools. ED 221 636
Methods for Successfully Teaching Student Athletic Trainers. ED 221 466//
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions. ED 221 535
Training in Curriculum Development and Educational Technology in Higher Education. ED 221 157

Instructional Improvement
Collaborative Research. ED 221 531
The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field. ED 220 855
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools. ED 221 636
Instructional Improvement in the College Classroom. ED 221 465//
Making Changes in Writing Programs for High School Teachers across the Curriculum. ED 220 842
Modern British and American Literature: A View through Writing and the Disciplines. ED 220 857
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms. ED 221 597
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature. ED 220 873
Programs of School Improvement: An Overview. ED 221 536
Teaching Functions in Instructional Programs. ED 221 538

Instructional Innovation
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981. ED 220 600
Describing the Concerns Principals Have about Facilitating Change. ED 220 960
Effects of Principal Interventions on Teachers during the Change Process. ED 220 959
Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time. ED 221 557
Modern British and American Literature: A View through Writing and the Disciplines. ED 220 857
Three Change Facilitator Styles: Some Indicators and a Proposed Framework. ED 220 961
What Do Principals Do to Facilitate Change: Their Interventions. ED 220 962

Instructional Materials
Awareness Geometry. Mathematics-Methods Program Unit. ED 221 340
Checklists for Counteracting Race and Sex Bias in Educational Materials. ED 221 612
Developing Technology to Enhance the Educational Process. ED 220 918//
An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children. ED 221 483
Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity. ED 221 284
A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project. ED 220 594
How Can We Best Produce Courseware? ED 220 944//
How Can We Best Produce Courseware? (The Process of Courseware Development). ED 220 945//
How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook. ED 220 616
Instructional Materials and School Library Resources. ED 221 175
Measurement. Mathematics-Methods Program Unit. ED 221 343
Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m. ED 221 349
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses. ED 221 609
Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts. ED 221 141
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX. ED 221 384
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII. ED 221 352

Instructional Systems
The Educational Systems in the European Community: A Guide. ED 220 993//
Evaluating an Instructional System in Mathematics. ED 220 937//
Investing in Computer Technology: Criteria and Procedures for System Selection. ED 220 923//
A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction. ED 221 524

Integrated Curriculum
Kindergarten in the 80's: Teachers Handbook. ED 221 303

Integrated Student Data System
Accuracy of Data in a Computerized Student Record System for a Large District. ED 220 963

Integration Studies
Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies. ED 221 595

Intellectual Disciplines
Disciplines, Disciples, and Ideology in Social Education. ED 221 417
The Nature, Unity and Value of Geography. ED 221 423

Intelligence
Intelligent Life Out There: Are We Alone? ED 221 357

Intelligence Tests
Cognitive Assessment of Asian Americans. Professional Paper. ED 221 628
Experiential Awareness of the Effects of Test Score Reports. ED 220 777

Intensive Language Courses
Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence). ED 221 035

Interaction
The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show. ED 220 901
Media Embedded Interactions. ED 220 887
Teacher-Student Communication in a Multicultural Classroom. ED 221 493

Interaction Process Analysis
The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show. ED 220 901
Implications in the Choice of Marital Observation Coding Systems: A User's Guide. ED 220 754
Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress). ED 221 036

Interactive Systems
Deploying Educational Technology at an Independent, Urban Institution. ED 220 935//

Interagency Research Information System
Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth. ED 221 187

Intercollegiate Cooperation
A Tale of Three Cities: Boston, Birmingham, Hartford. ED 221 109

Intercultural Programs
Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1. ED 221 613

Interdisciplinary Approach
Energy Adventure. ED 221 351
Faculty Development Program in Writing across the Curriculum. ED 220 852
An Interdisciplinary Course Involving Science and the Humanities. Final Report. ED 221 233
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster. ED 220 858
Modern British and American Literature: A View through Writing and the Disciplines. ED 220 857
The Personal Development Seminar: Probing Disciplinary Perspectives. ED 220 851
A Seminar in Rhetoric and the Humanities: Rationale and Structure. ED 220 854
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering. ED 221 232
Update on Research on the Humanities in Community Colleges. ED 221 231

Interference (Language)
Obligatory Processing of Words in Two Languages by Bilinguals. ED 221 058

Interference Effects
Interference in Sentence Memory. ED 220 823

Interior Design
The Application of Territoriality: Its Scope and Impact. ED 220 744

Interlanguage
On Learning Language Form and Language Function. ED 221 061

Interlibrary Loans
Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7. ED 221 214
Interlibrary Loan Time and Motion Study, Colorado Western Slope. ED 221 191
St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual. ED 221 168

International Educational Exchange
Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981). ED 221 108

International Programs
Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874
Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper. ED 221 052

International Relations
A New Look at America's Refugee Policy. ED 221 645
The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14. ED 221 205
United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference. ED 221 446

International Signs and Symbols
Library Signs and the Disabled. ED 221 162

International Studies
Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982). ED 221 083

Internship Programs
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships. ED 221 235
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981. ED 221 616

Interpersonal Attraction
Competencies Needed in Marriage and Family Life by Category of Adult Development. ED 220 749
The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232. ED 220 738
Gender and Attractiveness Related to Preschool Peer Interactions. ED 221 269
Relational Messages Associated with Nonverbal Behaviors. ED 220 876

Interpersonal Communication
Communication Effectiveness and the Professional Woman. ED 220 898
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation. ED 221 543

Interpersonal Competence
Communication Effectiveness and the Professional Woman. ED 220 898
Evaluating Trainees in the Counseling Practicum. ED 221 492

Interpersonal Relationship
Communication Effectiveness and the Professional Woman. ED 220 898
Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman. ED 220 732
Implications in the Choice of Marital Observation Coding Systems: A User's Guide. ED 220 754
Life Skills for Women in Transition. ED 220 774
Relational Messages Associated with Nonverbal Behaviors. ED 220 876
The Relationship of Sex Roles and Marital Adjustment. ED 220 781

Interpretation (Environmental)
INTERP: A Computer Simulation Game of the Interpretive Planning Process. ED 221 379

Interpreters Theatre
Interpreters Theatre as Confirmed by New York Productions. ED 220 893

Interprofessional Relationship
Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association. ED 221 482//

Intervention
Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk. ED 221 274
An Early Childhood Intervention Curriculum Matrix. ED 220 999
Effects of Principal Interventions on Teachers during the Change Process. ED 220 959
Family Assessment Process Manual. ED 220 784
Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach. ED 221 598
What Do Principals Do to Facilitate Change: Their Interventions. ED 220 962

Introductory Courses
A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities. ED 221 093
Master Teaching Experiences for Introductory Psychology. ED 221 410
Sounds of Language. ED 221 022
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course. ED 221 142

Investment
An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition. ED 221 138

Iowa
A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80. ED 220 957//
A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa. ED 220 956//

Iowa (Siouxland)
Literatura Oral Hispanica (Hispanic Oral Literature). ED 221 332

Iowa Severity Rating Scales
Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years. ED 221 013

Iowa Tests of Basic Skills
Profiles of Performance in the Wichita Public Schools, 1980-1981. ED 221 587

Iran
Treatment of Persian Materials in the National Union Catalog. ED 221 201

Item Analysis
The Effect of Topic Salience on the Responses to Different Item Orders. ED 220 872
An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education. ED 220 811
Multilevel Properties of Test Items: An Exploratory Study. ED 221 556

Item Banks
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination. ED 221 570

Item Position (Tests)
The Effect of Topic Salience on the Responses to Different Item Orders. ED 220 872

Itinerant Teachers
Homebound/Cluster-A.B.E./ Special Demonstration Project-309. ED 220 607

Jamaica
Moral Education and the Curriculum Process: A Case Study of Jamaica. ED 221 409

Japan
The Development of Secondary Education in Japan after World War II. ED 221 437

Jigsaw Method
The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students. ED 221 607

Job Analysis
A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands. ED 221 596

Job Application
Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos ED 220 596

Job Development
A Comparison of Job Development Strategies in Rehabilitation. ED 220 680

Job Exchange Programs
Training the Evaluation Expert: An Evaluator Returns to the Field. ED 221 572

Job Placement
A Comparison of Job Development Strategies in Rehabilitation. ED 220 680
A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands. ED 221 596
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA. ED 220 649

Job Satisfaction
Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44. ED 220 988//

Job Search Methods
Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos ED 220 596

Job Skills
Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 584
Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts. ED 220 909
Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982. ED 220 662
Generic Skills. Keys to Job Performance. ED 220 578
Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations. ED 220 576
Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations. ED 220 577
Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit. ED 220 650

Job Training
CETA Training Programs: Do They Work for Adults? ED 220 601

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.
ED 220 662
Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.
ED 220 603
Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Joint Council on Educational Telecommunications
Public Telecommunications Policies and Education's Options.
ED 220 922//

Joint Injuries
The Rationale for Joint Mobilization.
ED 221 473//

Journalism
High School Press Pressures.
ED 220 891
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation.
ED 220 830
The Prison Press.
ED 220 900
Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832
Public Understanding of Science. Summary of Grants and Activities 1976-1981.
ED 221 369

Journalism Education
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834
Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832

Journeys Unlimited
Journeys Unlimited.
ED 220 877

Judges
A Judicial Paradigm for the Evaluation of Debates.
ED 220 895
The Use and Misuse of Evidence in Debate.
ED 220 896

Junior High School Students
Affective Outcomes in a Learning for Mastery Setting.
ED 220 742
Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.
ED 221 605
Evaluation of Two Alternatives Programs for Junior High School Students.
ED 221 606

Juvenile Courts
Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.
ED 220 783

Juvenile Justice System
The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

Keeton (Morris T)
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
ED 221 121

Kern Eastern Sierra Writing Project
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849

Kindergarten
The Free Kindergarten Union of Victoria, 1908-80.
ED 221 304
Kindergarten in the 80's: Teachers Handbook.
ED 221 303

Kindergarten Children
Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308
Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.
ED 221 274
The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271
Who Flies, Who Cries? Children's Understanding of People from Television and Real Life.
ED 221 267

Kinesthetic Perception
Game Skill Development.
ED 221 527

Knowledge Level
Preservice Teachers: Knowledge & Attitudes about Women.
ED 221 521
Rx for OTC Users: Improved Health Education.
ED 220 902

Kownslar (Allan O)
Allan Kownslar and the New Social Studies.
ED 221 419

Labeling (of Persons)
Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman.
ED 220 732

Labor Force Development
New Directions for Training Technology.
ED 220 947//
New England's Vital Resource: The Labor Force.
ED 221 074

Labor Management Cooperation
Labor-Management Cooperation: The American Experience.
ED 220 671

Labor Market
National Patterns of Science and Technology Resources 1981.
ED 221 363

Labor Needs
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study.
ED 220 602
Manpower Planning and Higher Education Policy.
ED 221 080
Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Labor Relations
Labor-Management Cooperation: The American Experience.
ED 220 671

Labor Supply
Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

Labor Turnover
Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.
ED 221 264
Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Labor Utilization
Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.
ED 220 608

Laboratory Procedures
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390
Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392
Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393
Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394
Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395
Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 398
Prudent Practices for Handling Hazardous Chemicals in Laboratories.
ED 221 362//
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399
Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401
Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 402

Laboratory Safety
Prudent Practices for Handling Hazardous Chemicals in Laboratories.
ED 221 362//

Land Settlement
Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323
A New Look at America's Refugee Policy.
ED 221 645

Language Acquisition
Journeys Unlimited.
ED 220 877
Learning at Home: A Preschool Activity Handbook.
ED 220 997
Literacy and Child Rearing.
ED 221 265

Language Arts
Understanding Aging: A Curriculum for Grades K-6.
ED 221 451

Language Attitudes
Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).
ED 221 037
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.
ED 220 844
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Language Experience Approach
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Language Patterns
Communicative Tactics in Children's Second Language Acquisition.
ED 221 262
Fitting In'': Register Shifting in a Second Language.
ED 221 020
Regularity and Irregularity in English Spelling and in Spelling Instruction.
ED 220 867

Language Planning
Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Language Processing
The Development of the Semantic System.
ED 220 886
Interference in Sentence Memory.
ED 220 823
Obligatory Processing of Words in Two Languages by Bilinguals.
ED 221 058
The Processes of Self Directed Learning: A Study of Adult Language Learners.
ED 221 065

Language Proficiency
Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040
Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023
Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs.
ED 221 032//
Language Proficiency Assessment: Issues and Definitions.
ED 221 028//
Language Proficiency Assessment: Research Findings and Their Application.
ED 221 025//
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.
ED 221 053
On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures.
ED 221 031//

Language Research
Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023

Language Skills
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.
ED 220 827
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Language Styles
Fitting In'': Register Shifting in a Second Language.
ED 221 020
Foreigner Talk in the U.S. and Germany: Contrast and Comparison.
ED 221 064
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//

Language Teachers
Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).
ED 221 037

Language Tests
Data Collection and Language Assessment Policy.
ED 221 033//
Foreign Language and Bilingual Assessment: Issues Approaches.
ED 221 029//
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.
ED 221 053
On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures.
ED 221 031//
Sociolinguistic Foundations of Language Assessment.
ED 221 024//

Language Usage
Communicative Tactics in Children's Second Language Acquisition.
ED 221 262
Foreigner Talk in the U.S. and Germany: Contrast and Comparison.
ED 221 064
How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059
The Promissory Power of Self-Interest.
ED 220 856

Languages for Special Purposes
Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035
Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Laotians
Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047

Large Scale Programs
State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Latent Trait Theory
Criterion-Referencing of Performance by Latent-Trait Scaling.
ED 221 547
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.
ED 221 570

Latin American History
The University in Colonial Spanish America: A Historiographical Survey.
ED 221 082

Latin Americans
Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.
ED 221 320

Laubach Method
Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Law Libraries
Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Law Schools
Inside the Law Schools. A Guide by Students, for Students. Revised Edition
ED 221 139//

Law Students
Inside the Law Schools. A Guide by Students, for Students. Revised Edition
ED 221 139//

Laws
The Enlightenment and Due Process of Law.
ED 221 447

Layout (Publications)
Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

Leaders
Eventos de Agosto (August Events).
ED 221 334

Leadership
Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

Leadership Qualities
Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981).
ED 221 106

Leadership Responsibility
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729
P.A.C. Training Guide Guia de Entrenamiento.
ED 221 327

Leadership Styles
District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.
ED 220 953//
Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

Leadership Training
Implications for Research: Preparing Principals for Leadership Roles.
ED 220 958

Learning
Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development.
ED 221 291
Learner Individual Differences and Differentiated Educational Practices.
ED 220 782

Learning Activities
Basic Listening Skills.
ED 220 894
Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572
Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573
Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571
Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574
Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
ED 221 062
An Early Childhood Intervention Curriculum Matrix.
ED 220 999
English as a Second Language Resource Manual, Volume II.
ED 221 069
Eventos de Agosto (August Events).
ED 221 334
Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645
First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom.
ED 221 298
Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//
Listening and Speaking Activities for Foreign Language Learners: Second Collection.
ED 221 045
Literature Analysis for Relating Children's Experiences to School.
ED 221 272
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617
A Report of the Annual High School Workshop on Managing Hawaii's Future (5th).
ED 221 373
Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.
ED 220 650
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843
Young Children: A New Target for Public Fire Education.
ED 221 375

Learning Disabilities
Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820
Relationship between Learning Style and Students with Learning Disabilities.
ED 220 992
Some Symptoms, Causes, and Remediations of Dyslexia.
ED 220 814

Learning Laboratories
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.
ED 220 606

Learning Modules
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.
ED 220 627
The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.
ED 221 382
Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490
The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.
ED 221 381
School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160
Summer Principals'/Directors' Orientation Training Module.
ED 221 326
Three Models for Individualizing Instruction in Library Education.
ED 221 200

Learning Motivation
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.
ED 221 101

Learning Problems
On Reading and Writing. Iowa Monograph.
ED 220 806
School Achievement and Juvenile Delinquency: A Review of the Literature.
ED 221 009
What is the Relationship between Nutrition and Learning?
ED 220 797

Learning Processes
Constructivist Education: A Direction for the Twenty-First Century.
ED 221 297
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.
ED 221 516
On Learning Language Form and Language Function.
ED 221 061
Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795
Pitfalls and Planning in Student Teaching.
ED 221 520//
Relationship between Learning Style and Students with Learning Disabilities.
ED 220 992
Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.
ED 221 141

Learning Resources Centers
Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.
ED 221 184
Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185
Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172
Instructional Materials and School Library Resources.
ED 221 175
Media in Instruction: 60 Years of Research.
ED 221 159
Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.
ED 221 197

Learning Strategies
Effects of Verbal and Visual Elaborations on Concept Learning.
ED 221 549
A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661

Learning Theories
Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.
ED 220 837
Effects of Verbal and Visual Elaborations on Concept Learning.
ED 221 549
Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366
The Mathematical Structures Underlying Adolescent Thought.
ED 221 385
Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361
Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.
ED 221 253

Leaves of Absence
A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80.
ED 220 957//
Left-Handers and Cognitive Proficiency.
ED 221 278

Legal Education
Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448
Inside the Law Schools. A Guide by Students, for Students. Revised Edition
ED 221 139//
The Law-Focused Education Movement.
ED 221 422

Legal Responsibility
The Evolution of Libel Law: Who Must Prove What And Why.
ED 220 833
Liability, Athletic Equipment, and the Athletic Trainer.
ED 221 481//
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Legends
Literatura Oral Hispanica (Hispanic Oral Literature).
ED 221 332

Legislators
Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers.
ED 221 426

Leisure Time
Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727
Leisure Time Use in the South: A Secondary Analysis.
ED 221 435
The Use of Local Parks by Older Residents of Urban Areas.
ED 221 488

Lesbianism
Personality Variables in Female Homosexuality.
ED 220 766

Lesson Plans
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501
A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.
ED 220 858
Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648
Spontaneity and Imagination in Drama: An Investigation.
ED 220 878

Libel
The Evolution of Libel Law: Who Must Prove What And Why.
ED 220 833

Liberal Arts
Humanities and the Art of Being.
ED 221 244
Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982).
ED 221 083
Perspectives on Liberal Education: Pioneers and Pallbearers.
ED 221 120//
Update on Research on the Humanities in Community Colleges.
ED 221 231

Liberty Baptist College VA
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.
ED 221 140

Librarian Client Behavior
The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212

Libraries
An Approach to Library Research for the Part-Time Undergraduate Student.
ED 221 182
Library Signs and the Disabled.
ED 221 162

Library Acquisition
Collection Development Policy.
ED 221 186
National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.
ED 221 208
A Survey of the Cataloging in Publication Program. Final Report.
ED 221 215
Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Library Automation
The American Public Library. Research Report.
ED 221 222
CSU Standard for the CLSI Expanded Title Record.
ED 221 188
School Libraries and Technology: A Sourcebook.
ED 221 178
Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Library Catalogs
Battle of the Library Superstars. A Videotape Script.
ED 221 183
Cooperative Catalog Conversion Study. Final Report.
ED 221 170
CSU Standard for the CLSI Expanded Title Record.
ED 221 188
The OCLC Terminal: An Instruction Manual.
ED 221 164
Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Library Collections
Collection Development Policy.
ED 221 186
Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172
National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.
ED 221 208
The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.
ED 221 167
Statistics of Public Libraries, 1977-1978.
ED 221 229

The Vertical File in the Libraries of the City University of New York: A Survey.
ED 221 216

Library Cooperation

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.
ED 221 207

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.
ED 221 206

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).
ED 221 217

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.
ED 221 202

Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.
ED 221 203

Library Education

Three Models for Individualizing Instruction in Library Education.
ED 221 200

Library Expenditures

The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.
ED 221 190

Statistics of Public Libraries, 1977-1978.
ED 221 229

Library Guides

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.
ED 221 192

Library Resources and Services for Faculty.
ED 221 193

Library Instruction

Battle of the Library Superstars. A Videotape Script.
ED 221 183

Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185

Library Exercises. Revised.
ED 221 177

Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.
ED 221 220

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.
ED 221 192

Library Resources and Services for Faculty.
ED 221 193

Library Material Selection

Collection Development Policy.
ED 221 186

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.
ED 221 208

Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

Library Materials

Survey of Library Service in Local Correctional Facilities.
ED 221 169

Library Networks

Cooperative Catalog Conversion Study. Final Report.
ED 221 170

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.
ED 221 206

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).
ED 221 217

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.
ED 221 174

Interlibrary Loan Time and Motion Study, Colorado Western Slope.
ED 221 191

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.
ED 221 202

School Libraries and Technology: A Sourcebook.
ED 221 178

Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual.
ED 221 168

A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.
ED 221 203

Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Library Personnel

Statistics of Public Libraries, 1977-1978.
ED 221 229

Library Planning

Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7.
ED 221 214

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Library Role

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20.
ED 221 211

Library Services

The American Public Library. Research Report.
ED 221 222

Battle of the Library Superstars. A Videotape Script.
ED 221 183

Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7.
ED 221 214

The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books.
ED 221 154

Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20.
ED 221 211

The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.
ED 221 167

Statistics of Public Libraries, 1977-1978.
ED 221 229

Survey of Library Service in Local Correctional Facilities.
ED 221 169

A Survey of the Cataloging in Publication Program. Final Report.
ED 221 215

The Vertical File in the Libraries of the City University of New York: A Survey.
ED 221 216

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19.
ED 221 210

Library Skills

Battle of the Library Superstars. A Videotape Script.
ED 221 183

Library Statistics

The American Public Library. Research Report.
ED 221 222

California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.
ED 221 225

Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

Statistics of Public Libraries, 1977-1978.
ED 221 229

Library Surveys

The American Public Library. Research Report.
ED 221 222

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

Library Users

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Life Cycles

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

Life Planning

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

Life Satisfaction

Retirement Satisfaction among Coal Miners: A Correlational Study.
ED 220 764

Life Style

Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.
ED 220 672

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

Student Development on Three Vectors over Four Years.
ED 220 736

Lifelong Learning

Learning Never Ends: Need for Lifelong Learning Programs.
ED 221 499

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Lighting

Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.
ED 220 911

Limited English Speaking

Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

Evaluation of the Gifted and Talented Program, 1980-81.
ED 221 010

Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).
ED 221 054

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).
ED 221 055

Machine Shop Fundamentals: Part I.
ED 220 638

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
ED 220 634

Special Needs of Students: Essentials for State Planning.
ED 220 971

Linguistic Analysis

Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

Linking Agents

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Listening Comprehension

Basic Listening Skills.
ED 220 894

Comprehension of an Unattended Prose Passage.
ED 220 822

Listening Skills

Basic Listening Skills.
ED 220 894

Listening and Speaking Activities for Foreign Language Learners: Second Collection.
ED 221 045

Listening Instruction in Texas Institutions of Higher Education.
ED 220 897

Sounds of Language.
ED 221 022

Literacy

Curriculum's Technology Lag (Curricula and Television Literacy).
ED 220 941//

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.
ED 220 575

Literacy and Child Rearing.
ED 221 265

Literary Criticism

Children's Literature The Search for Excellence.
ED 220 846

Literary Devices

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.
ED 220 835

Literate Environment Approach

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.
ED 220 807

Literature Appreciation

Modern British and American Literature: A View through Writing and the Disciplines.
ED 220 857

Response to Literature: Student Questions.
ED 220 838

Livestock

Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.
ED 220 608

Core II Materials for Rural Agricultural Programs. Units A-D.
ED 220 689

Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report.
ED 220 609

Loan Repayment

Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress.
ED 221 112

Local History

Doing History.
ED 221 413

A Guide to Writing Local History.
ED 220 862

Local Issues

A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.
ED 221 319

Locus of Control

Retirement Satisfaction among Coal Miners: A Correlational Study.
ED 220 764

Logic

Early Learning of Logic and Geometry Using Microcomputers: Final Report.
ED 221 359

Logical Thinking

First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom.
ED 221 298

Long Range Planning

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Retirement Satisfaction among Coal Miners: A Correlational Study.
ED 220 764

Strategic Planning for Community Services and Continuing Education.
ED 221 249

Longitudinal Studies

Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131

Low Income Groups

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Lu Verne Community School District IA

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

Luria (Alexander)

The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.
ED 220 837

Machine Tool Operators

Machine Shop Fundamentals: Part I.
ED 220 638

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
ED 220 634

Machine Tools

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.
ED 220 677

Magic Circle

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.
ED 221 607

Magnet Schools

Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621

Mainstreaming

A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005

The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.
ED 221 510

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160

Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.
ED 221 006

Special Education Preschoolers: Evaluating Their Play.
ED 221 004

Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
ED 221 513

Vocational Education for the Handicapped. Inservice Instructional Unit IA.
ED 220 652

Vocational Resource Educator Handbook.
ED 220 622

Maintenance Bilingual Education

Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models.
ED 221 051

Majors (Students)

Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15.
ED 221 367

1981 Doctorate Recipients from United States Universities. Summary Report.
ED 221 134

Males

In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456

The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
ED 220 595

Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions.
ED 221 282

Symbols of Sexual Separation and Androgyny in Myth and Religion.
ED 221 453

Malpractice

The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Man Machine Systems

Automatic Construction of Explanation Networks for a Cooperative User Interface.
ED 221 213

Management Development

Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973

Implications for Research: Preparing Principals for Leadership Roles.
ED 220 958

NIE Directory of Inservice Training Programs for Principals.
ED 220 987

Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.
ED 220 737

Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Training the Evaluation Expert: An Evaluator Returns to the Field.
ED 221 572

Managerial Occupations

A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands.
ED 221 596

Maps

Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154.
ED 221 195

MARC

A Survey of the Cataloging in Publication Program. Final Report.
ED 221 215

Marihuana

Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.
ED 220 769

Marital Instability

Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman.
ED 220 732

Marital Observation Coding Systems

Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754

Marital Satisfaction

Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749

The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Marketing

Orientation Guide for New Sales and Marketing Teachers.
ED 220 647

Petroleum Marketing. Selling Automotive Products and Services.
ED 220 592

Marriage

Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749

Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754

The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Maryland

Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172

Instructional Materials and School Library Resources.
ED 221 175

A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127

Maryland Functional Mathematics Test

Standards for Standard Setting.
ED 221 594

Mass Media

Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report.
ED 220 874

Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study.
ED 221 580

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Mass Media Effects

Curriculum's Technology Lag (Curricula and Television Literacy).
ED 220 941//

Media Embedded Interactions.
ED 220 887

The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.
ED 220 831

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Massachusetts (Boston)

Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

A Tale of Three Cities: Boston, Birmingham, Hartford.
ED 221 109

Master Plans

Program Access Master Planning Guide.
ED 220 589

Master Teachers

Survey on Master Teachers.
ED 221 526

Mastery Learning

Affective Outcomes in a Learning for Mastery Setting.
ED 220 742

Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning.
ED 221 194

Material Development

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

Developing Technology to Enhance the Educational Process.
ED 220 918//

A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661

How Can We Best Produce Courseware?
ED 220 944//

How Can We Best Produce Courseware? (The Process of Courseware Development).
ED 220 945//

How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook.
ED 220 616

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.
ED 221 141

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).
ED 220 916

Mathematical Applications

The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.
ED 221 382

The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.
ED 221 381

Mathematical Concepts

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Mathematical Logic

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Mathematical Models

Estimating the Economic Impact of Vermont Institutions on Their Local Economies.
ED 221 122

Mathematics Achievement

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study.
ED 221 580

Mathematics Curriculum

On Some Trends in German Mathematics Education.
ED 221 372

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).
ED 221 355

Mathematics Education

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.
ED 221 383

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.
ED 221 349

On Some Trends in German Mathematics Education.
ED 221 372

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).
ED 221 355

Mathematics Education Research

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.
ED 221 383

Early Learning of Logic and Geometry Using Microcomputers: Final Report.
ED 221 359

Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects.
ED 221 358

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.
ED 221 349

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).
ED 221 355

Syntax and Semantics in Learning to Subtract.
ED 221 386

Mathematics Instruction

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Awareness Geometry. Mathematics-Methods Program Unit.
ED 221 340

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.
ED 221 383

Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.
ED 220 627

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Numeration. Mathematics-Methods Program Unit.
ED 221 336

On Some Trends in German Mathematics Education.
ED 221 372

Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).
ED 221 355

Syntax and Semantics in Learning to Subtract.
ED 221 386

User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.
ED 221 253

Mathematics Methods Program

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Awareness Geometry. Mathematics-Methods Program Unit.
ED 221 340

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Measurement. Mathematics-Methods Program Unit.
ED 221 343

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Transformational Geometry. Mathematics-Methods Program Unit.
ED 221 341

User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Mathematics Teachers

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356

McGraw Hill Test of Adult Basic Education

An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education.
ED 220 811

Measurement

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.
ED 221 383

Measurement. Mathematics-Methods Program Unit.
ED 221 343

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package.
ED 220 715

Using the Metric System in Health Careers. Learning Activity Package.
ED 220 714

Measurement Techniques

Aptitude-Treatment Interaction Research: Implications for Physical Education.
ED 221 522

Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Looking Ahead in Educational Testing and Assessment.
ED 221 599

On Reading and Writing. Iowa Monograph.
ED 220 806

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.
ED 220 835

Measures (Individuals)

Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308

Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators.
ED 221 603

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Reaction Time as a Predictor of PPVT Performance in Preschoolers.
ED 221 306

Mechanical Design Technicians

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Media Embedded Interactions

Media Embedded Interactions.
ED 220 887

Media Research

Media in Instruction: 60 Years of Research.
ED 221 159

Media Selection

Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612

Investing in Computer Technology: Criteria and Procedures for System Selection.
ED 220 923//

Media Specialists

Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.
ED 221 197

Medical Education

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.
ED 221 218

Death Education for the Health Professional.
ED 221 100//

Medical Evaluation

The Athletic Foot and Its Import to Performance during Running.
ED 221 470//

Medical Libraries

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).
ED 221 217

Medical Services

Blood Pressure. Instructor's Packet. Learning Activity Package.
ED 220 693

Blood Pressure. Learning Activity Package.
ED 220 692

Implementing a Clinical Experience for Student Trainers.
ED 221 459//

Oral Hygiene. Instructor's Packet. Learning Activity Package.
ED 220 705

Oral Hygiene. Learning Activity Package.
ED 220 704

Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package.
ED 220 707

Shock & Anaphylactic Shock. Learning Activity Package.
ED 220 706

The Student Trainer Clinical Experience at Lock Haven State College.
ED 221 460//

Syncope. What Is It? Instructor's Packet. Learning Activity Package.
ED 220 711

Syncope. What Is It? Learning Activity Package.
ED 220 710

Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.
ED 220 713

Temperature, Pulse, and Respiration. Learning Activity Package.
ED 220 712

Medical Students

Financing Medical Education, 1982-1983.
ED 221 137

Meetings

FCC and the Sunshine Act.
ED 220 892

Mental Health

Psychiatric Aide II. Instructor's Guide.
ED 220 605

Mental Health Clinics

Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.
ED 221 320

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Mental Health Programs

Chicano Aging and Mental Health.
ED 221 312

Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.
ED 221 320

Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''
ED 221 258

Mental Retardation

Adult Education for the Handicapped. Information Series No. 240.
ED 220 722

Differentials in Characteristics between Parent Group Members and Non-Members.
ED 221 012

An Early Childhood Intervention Curriculum Matrix.
ED 220 999

Merchandise Information

Rx for OTC Users: Improved Health Education.
ED 220 902

Merchandising

Drugstore Merchandising.
ED 220 593

Sporting Goods. Fishing and Hunting Equipment.
ED 220 591

Message Design

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Metabolism

Salt, Water, and Athletes.
ED 221 480//

Metacognition

Improving Comprehension with Mental Imagery.
ED 220 818

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

Metal Working

Metalworking. A Bilingual Text Trabajo en Metal. Un Texto Bilingue.
ED 220 568

Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.
ED 220 619

Metaphors

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Metaphors of Change and Models of Inservice.
ED 221 486

Methods Courses

Teaching Teachers to Question Questions.
ED 221 496

Methods Research

Collaborative Research.
ED 221 531

Metis (People)

We Are Metis. A Metis View of the Development of a Native Canadian People.
ED 221 311

Metric System

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package.
ED 220 715

Using the Metric System in Health Careers. Learning Activity Package.
ED 220 714

Metropolitan Planning Project of Greater Boston

Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

Mexican American History

Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.
ED 221 322

Mexican Americans

Chicano Aging and Mental Health.
ED 221 312

Cognitive Styles and the Mexican-American Child: A Review of Literature.
ED 221 285

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).
ED 221 054

Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135

Mexicans

Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.
ED 221 322

Miami Dade Community College FL

Evaluating the Use of Technology in Education.
ED 220 929//

Microcomputers

A Comparative Study of Teaching Typing Skills on Microcomputers.
ED 220 597

Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.
ED 220 608

Early Learning of Logic and Geometry Using Microcomputers: Final Report.
ED 221 359

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.
ED 221 349

Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report.
ED 220 609

Microforms

AACR2 An Introduction with a Difference.
ED 221 223

Midlife Transitions

Life Skills for Women in Transition.
ED 220 774

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44.
ED 220 988//

Migrant Children

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Migrant Education

Eventos de Agosto (August Events).
ED 221 334

Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

Migrant Employment

Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

Migrant Problems

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Migrant Programs

P.A.C. Training Guide Guia de Entrenamiento.
ED 221 327

Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Migrant Student Record Transfer System

Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

Migrant Workers

Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

Migrant Youth

The Remigration of the Puerto Rican Student as a Factor in School Adjustment.
ED 221 639

A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.
ED 221 627

Migrants

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

Migration

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.
ED 221 309

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

A Report of the Annual High School Workshop on Managing Hawaii's Future (5th).
ED 221 373

Migration Patterns

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.
ED 221 630

Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

Mild Disabilities

Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.
ED 221 006

Military Personnel

Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

Military Service

The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676

Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 220 686

Military Training

New Directions for Training Technology.
ED 220 947//

Minimum Competencies

Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching.
ED 221 590

Minimum Competency Testing

Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.
ED 221 584

Standards for Standard Setting.
ED 221 594

The State of the Art of Teacher Certification Testing.
ED 221 578

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Mining

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Minnesota

Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574

Cooperative Catalog Conversion Study. Final Report.
ED 221 170

Doing Minnesota.
ED 221 414

Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81.
ED 221 236

Minnesota (Southwest)

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

Minnesota Educational Computing Consortium

Managing Technology Change. MECC: A Management History.''
ED 220 932//

Minority Group Children

Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Special Needs of Students: Essentials for State Planning.
ED 220 971

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.
ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.
ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.
ED 220 969

Minority Group Influences

Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Minority Groups

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Improving Minority Students' Competencies: Strategies in Selected Colleges.
ED 221 145

Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616

Minority Access to Professional Education: A Selected Bibliography.
ED 221 084

Minority Servicing Institutions: A Status Report.
ED 221 132

Minority Student Response to the Anthropology of Asian Black Populations. Revised.
ED 221 629

The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.
ED 221 073

Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.
ED 221 632

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

Mississippi

Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641

Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Missouri

Admissions Handbook. Missouri Vocational-Technical Programs.
ED 220 625

Admissions Model. Missouri Vocational-Technical Programs.
ED 220 624

District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.
ED 220 953//

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.
ED 220 626

A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.
ED 220 623

Models

Admissions Model. Missouri Vocational-Technical Programs.
ED 220 624

Community Education in Montana. The Broadview Model.
ED 221 310

Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899

Experiential Humanistic Environmental Education: A Description and Rationale.
ED 221 368

A Judicial Paradigm for the Evaluation of Debates.
ED 220 895

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Measuring Organizational Communication Variables.
ED 220 888

On Some Trends in German Mathematics Education.
ED 221 372

Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.
ED 221 293

The Personal Development Seminar: Probing Disciplinary Perspectives.
ED 220 851

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Money Management

The Costs and Benefits of Deferred Giving.
ED 221 118//

The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.
ED 221 190

Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds.
ED 220 913

An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition.
ED 221 138

School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting.
ED 220 912

Monolingual Students

Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

Monroe County Community College MI

Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981.
ED 221 247

Montana

Community Education in Montana. The Broadview Model.
ED 221 310

Montgomery County Public Schools MD

Managing Technological Change in Montgomery County, Maryland.
ED 220 931//

Moraine Valley Community College IL

Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185

Moral Values

Experiential Humanistic Environmental Education: A Description and Rationale.
ED 221 368

Mothers

Women, Families, and P[illegible]
ED 221 279

Motivation

Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 .
ED 220 785

The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676

Motivation Techniques

Language in the Marketplace.
ED 221 063

Motor Development

Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
ED 221 008

Learning at Home: A Preschool Activity Handbook.
ED 220 997

Motor Reactions

Reaction Time as a Predictor of PPVT Performance in Preschoolers.
ED 221 306

Movement Education

Game Skill Development.
ED 221 527

Multicultural Education

Education for a Multicultural Society: What Does It Mean? Of What Importance Is It in the Classroom? Curriculum Paper.
ED 221 427

A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.
ED 221 517

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.
ED 221 608

Multigraded Classes

Teaching Multi-Level Foreign Language Classes.
ED 221 056

Multilingualism

Issues in International Bilingual Education: The Role of the Vernacular.
ED 221 018//

Multimedia Instruction

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

Multiple Employment

A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127

Multiplication

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Murray State Univerity KY

Preadmission Day for Older, Non-Traditional Students.
ED 220 741

Muscular Strength

Physiological Effects of Strength Training and Various Strength Training Devices.
ED 221 477//

Strength Training: Program Organization and Proper Neck Development.
ED 221 478//

Museums

Public Understanding of Science. Summary of Grants and Activities 1976-1981.
ED 221 369

Music

L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet.
ED 221 021

Music Education

Secondary Music (8-12): A Guide/Resource Book for Teachers.
ED 221 408

Mythology

Symbols of Sexual Separation and Androgyny in Myth and Religion.
ED 221 453

National Bibliographies

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.
ED 221 207

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.
ED 221 208

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.
ED 221 203

National Center for State Courts

Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

National Council for Accreditation of Teacher Educ

Follow-up Studies of Teacher Education Program Graduates.
ED 221 544

National Institute Child Health Human Development

Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development.
ED 221 291

National Institute of Education

Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.
ED 221 595

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.
ED 221 207

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.
ED 221 174

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.
ED 221 202

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.
ED 221 208

National Longitudinal Study High School Class 1972

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

National Occupational Information Coordinating Com

The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6.
ED 220 667

National Programs

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.
ED 221 174

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

National Science Foundation

Computers/Software More for Less.
ED 220 925//

Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

National Surveys

Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

Statistics of Public Libraries, 1977-1978.
ED 221 229

National Teacher Examinations

The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518

Native Language Instruction

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).
ED 221 038

Issues in International Bilingual Education: The Role of the Vernacular.
ED 221 018//

Native Speakers

Modification of Discourse between Native and Nonnative Speaker Peers.
ED 221 067

Natural Disasters

Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

Natural Resources

Toward a Regional Geography of Renewable Electrical Energy Resources.
ED 221 406

Nebraska

Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Evidence Law for Teacher Employment Termination Hearings.
ED 220 952//

Need Analysis (Student Financial Aid)

The College Cost Book, 1982-83. Third Edition.
ED 221 116

Needs Assessment

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

Family Assessment Process Manual.
ED 220 784

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675

Impact of Energy on New York State Public Education: A Preliminary Report.
ED 220 964

Rural Vocational Assessment: Lincoln County, Washington. Final Report.
ED 221 316

Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669

Negative Attitudes

The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.
ED 220 831

Negative Forms (Language)

How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059

Negative Reinforcement

Sex-Role Stereotyping in Caldecott Award Books.
ED 220 870

Nepal

Education Skills Training Project-Nepal: Final Report and Process Evaluation.
ED 221 432

Neurological Impress Method

Neurological Impress and Reading: How and Why?
ED 220 815

Nevada

Community College/University Articulation Policy.
ED 221 242

New Castle County School District DE

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.
ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.
ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.
ED 220 969

New England

New England's Vital Resource: The Labor Force.
ED 221 074

New Jersey

The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Successful School Series.
ED 221 640

New Rhetoric

On Distinctions between Classical and Modern Rhetoric.
ED 220 866

New York

Impact of Energy on New York State Public Education: A Preliminary Report.
ED 220 964

Special Education for Handicapped Children Birth to Five.
ED 221 011

New York (New York)

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

New York City Board of Education

Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963

News Reporting

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.
ED 220 835

News Writing

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.
ED 220 835

Newspapers

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13.
ED 221 204

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.
ED 220 835

Nigeria (Lagos)

Nursery School Education in Nigeria: Impact on Families and Society.
ED 221 275

Nondiscriminatory Assessment

Admissions Handbook. Missouri Vocational-Technical Programs.
ED 220 625

A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.
ED 220 623

Nondiscriminatory Education

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645

Nonformal Education

Assessment and Non Formal Education: The Philippine Experience.
ED 220 570

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Noninstructional Responsibility

Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
ED 221 129

Noninstructional Student Costs

Costs at U.S. Educational Institutions, 1982/83.
ED 221 146

Nonmajors

A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities.
ED 221 093

Nonprescription Drugs

Rx for OTC Users: Improved Health Education.
ED 220 902

Nonprint Media

AACR2 An Introduction with a Difference.
ED 221 223

Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.
ED 221 184

Nonstandard Dialects

Issues in International Bilingual Education: The Role of the Vernacular.
ED 221 018//

Nontraditional Education

Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program.
ED 221 085//

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.
ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.
ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.
ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.
ED 220 730

The Use of Study Centres in Four Distance Education Systems.
ED 220 666

Nontraditional Occupations

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
ED 220 595

Occupational Sex Roles and Occupational Prestige.
ED 220 767

Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

Nontraditional Students

Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.
ED 221 220

Preadmission Day for Older, Non-Traditional Students.
ED 220 741

Nonverbal Communication

The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show.
ED 220 901

Play Therapy with the Nonverbal.
ED 221 280

Relational Messages Associated with Nonverbal Behaviors.
ED 220 876

Nordic Countries

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).
ED 221 176

Norm Referenced Tests

Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556

Norms

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

North Carolina

Teacher Certification in Consortium-Based Teacher Education.
ED 221 542

North Central Technical College OH

Strategic Planning for Community Services and Continuing Education.
ED 221 249

Note Taking

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035

Notional Functional Syllabi

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series.
ED 221 019//

Nuclear Energy

Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Nuclear Family

Perception of Parent-Child Interaction in Three-Generational Black Family.
ED 221 281

Nuclear Power Plants

Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Number Concepts

The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Number Systems

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Number Theory

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

Numeracy

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.
ED 220 575

Numeration Tasks

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Nursery Schools

Nursery School Education in Nigeria: Impact on Families and Society.
ED 221 275

Nursing

Psychiatric Aide II. Instructor's Guide.
ED 220 605

Nursing Education

Death Education for the Health Professional.
ED 221 100//

Nutrition

Nutrition in Children's Sports.
ED 221 479//

Nutrition. Instructor's Packet. Learning Activity Package.
ED 220 701

Nutrition. Learning Activity Package.
ED 220 700

Salt, Water, and Athletes.
ED 221 480//

What is the Relationship between Nutrition and Learning?
ED 220 797

Nutrition Education Research

Nutrition Education Research: Directions for the Future. Proceedings .
ED 221 405//

Nutrition Instruction

Nutrition Education Research: Directions for the Future. Proceedings .
ED 221 405//

What is the Relationship between Nutrition and Learning?
ED 220 797

Observation

Observation of Patient. Instructor's Packet. Learning Activity Package.
ED 220 703

Observation of Patient. Learning Activity Package.
ED 220 702

Occupational Aspiration

Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.
ED 221 102

Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135

The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.
ED 221 073

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Occupational Clusters

Generic Skills. Keys to Job Performance.
ED 220 578

Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 576

Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 577

Occupational Home Economics

Illinois Vocational Home Economics Curriculum Guide.
ED 220 639

Occupational Information

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.
ED 220 664

Generic Skills. Keys to Job Performance.
ED 220 578

Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 576

Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 577

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.
ED 220 620

Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Occupational Sex Roles and Occupational Prestige.
ED 220 767

Status of Statewide Career Information Delivery Systems.
ED 220 668

The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6.
ED 220 667

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.
ED 220 663

Occupational Mobility

Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

Occupational Surveys

Business Communication and Leading Executives in the U.S.
ED 220 906

Oceania

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.
ED 221 202

OCLC

The OCLC Terminal: An Instruction Manual.
ED 221 164

Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Office Machines

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 584

Office Occupations

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 584

Office Occupations Education

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 583

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 585

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 582

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 581

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education.
ED 220 580

Office of Career Education

Career Education: Collaboration with the Private Sector. Information Series No. 246.
ED 220 728

Oklahoma

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).
ED 221 546

Older Adults

Chicano Aging and Mental Health.
ED 221 312

Elderly Multiple Victims: More Frequent than Commonly Thought?
ED 220 760

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.
ED 220 672

Gerontology: A Bibliography of Selected Resources.
ED 220 750

Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

Understanding Aging: A Curriculum for Grades K-6.
ED 221 451

The Use of Local Parks by Older Residents of Urban Areas.
ED 221 488

One Act Plays

Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

One Parent Family

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Perception of Parent-Child Interaction in Three-Generational Black Family.
ED 221 281

Online Systems

Automatic Construction of Explanation Networks for a Cooperative User Interface.
ED 221 213

CSU Standard for the CLSI Expanded Title Record.
ED 221 188

Defining Information Needs of Computer Users: A Human Communication Problem.
ED 221 189

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.
ED 221 206

Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.
ED 221 220

Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning.
ED 221 194

The OCLC Terminal: An Instruction Manual.
ED 221 164

Online Retrieval Systems Users Survey from Texas.
ED 221 221

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19.
ED 221 210

Ontario

Manpower Planning and Higher Education Policy.
ED 221 080

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.
ED 221 092

Ontario (London)

Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041

Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Open Universities

The American Open University One Answer to the Technology and Curriculum Lag.
ED 220 942//

Open University (Great Britain)

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978).
ED 221 155

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.
ED 221 141

Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.
ED 221 142

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Operating Expenses

A Report of Selected Residential Continuing Education Centers in the United States.
ED 221 075

Operations Research

Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices.
ED 221 421

Oral Interpretation

Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

Oral Reading

Neurological Impress and Reading: How and Why?
ED 220 815

Oregon

Oregon Community College Tables, 1966-1981.
ED 221 259

Organization

The Educational Systems in the European Community: A Guide.
ED 220 993//

Organizational Change

Changing Organizational Structures to Capitalize on Technology.
ED 220 921//

Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.
ED 220 990

Increasing the Usefulness of the Individualized Education Program.
ED 220 994

Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.
ED 221 264

Organizational Climate

Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621

Organizational Communication

Measuring Organizational Communication Variables.
ED 220 888

Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Organizational Development

Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 .
ED 220 746

Organizational Objectives

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287

Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559

Organizations: Normatively Speaking.
ED 220 966

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.
ED 220 626

Organizational Theories

The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools.
ED 220 985

Measuring Organizational Communication Variables.
ED 220 888

Organizations (Groups)

BANANAS' Guide for Parents & Children. First Edition.
ED 221 268

Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices.
ED 221 421

Organizations: Normatively Speaking.
ED 220 966

Orientation Materials

Orientation to Employment in the U.S. for Refugees Chinese.
ED 221 049

Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050

Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048

Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047

Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046

Orthographic Symbols

Cognitive Processing of Various Orthographies.
ED 221 060

Out of Level Testing

Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.
ED 221 573

Outcomes of Education

Background Information for Viewing Racial Differences in SAT Scores.
ED 221 302

Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574

CETA Training Programs: Do They Work for Adults?
ED 220 601

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982.
ED 220 654

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.
ED 220 685

Perspectives on Liberal Education: Pioneers and Pallbearers.
ED 221 120//

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Regularity and Irregularity in English Spelling and in Spelling Instruction.
ED 220 867

Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.
ED 221 625

Outreach Programs
Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982. ED 220 654
The Use of Study Centres in Four Distance Education Systems. ED 220 666
Video Outreach Graduate Program. ED 221 113

Overtime
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions. ED 221 127

Pacific Americans
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper. ED 221 632

Pacific Community Concept
The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14. ED 221 205

Pacific Islands
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper. ED 221 632

Pain Control
Transcutaneous Electrical Nerve Stimulation: Research Update. ED 221 475//

Paleontology
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49. ED 221 374

Palos Verdes Peninsula Unified School District CA
The Role of Evaluation and Plans for Evaluating the Current Testing Program. ED 221 581

Pamphlets
The Vertical File in the Libraries of the City University of New York: A Survey. ED 221 216

Papua New Guinea
Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982). ED 221 355

Paragraph Composition
Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants. ED 220 817

Parent Advisory Councils
P.A.C. Training Guide Guia de Entrenamiento. ED 221 327

Parent Associations
Differentials in Characteristics between Parent Group Members and Non-Members. ED 221 012
Initiating and Developing Minority Adoptive Parent Groups. ED 221 331

Parent Attitudes
Cross-Cultural Spanking Practices Implications for Parenting and Education. ED 221 286
Differentials in Characteristics between Parent Group Members and Non-Members. ED 221 012
The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants. ED 221 292
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews. ED 220 989
The Regional Parenting Surveys: Base Sample Survey. Technical Report. ED 221 305
Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study. ED 221 580
Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights. ED 220 740
Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions. ED 221 282
We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children. ED 220 998

Parent Child Relationship
Adolescent Perceptions of Parental Persuasive Message Strategies. ED 220 881
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2. ED 221 101
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report. ED 220 775
Puerto Rican Youth: Dropping Out and Delinquency. ED 221 638
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770
Women, Families, and Prison. ED 221 279

Parent Education
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report. ED 220 775
Play Programs at Home to Stimulate Growth. ED 221 007
Special Education for Handicapped Children Birth to Five. ED 221 011
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770

Parent Financial Contribution
The College Cost Book, 1982-83. Third Edition. ED 221 116

Parent Influence
Adolescent Perceptions of Parental Persuasive Message Strategies. ED 220 881
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2. ED 221 101

Parent Materials
BANANAS' Guide for Parents & Children. First Edition. ED 221 268

Parent Participation
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation. ED 220 986
Differentials in Characteristics between Parent Group Members and Non-Members. ED 221 012
Duval County Follow Through Final Evaluation Report, 1981-1982. ED 221 602
Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project. ED 221 585
Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity. ED 221 284
P.A.C. Training Guide Guia de Entrenamiento. ED 221 327
Parent Involvement in Day Care: A Resource Manual for Day Care Providers. ED 221 293
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening. ED 221 270

Parent Reports
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening. ED 221 270

Parent Role
Children & Stress: Helping Children Cope. ED 221 277
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews. ED 220 989
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770

Parent School Relationship
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation. ED 220 986
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews. ED 220 989

Parent Teacher Conferences
Involving Parents in Your School Parents and Teachers Together! ED 221 289

Parent Teacher Cooperation
Parent Involvement in Day Care: A Resource Manual for Day Care Providers. ED 221 293

Parenting
The Regional Parenting Surveys: Base Sample Survey. Technical Report. ED 221 305

Parents
BANANAS' Guide for Parents & Children. First Edition. ED 221 268
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report. ED 220 775
The Regional Parenting Surveys: Base Sample Survey. Technical Report. ED 221 305

Parks
The Use of Local Parks by Older Residents of Urban Areas. ED 221 488

Parliamentary Procedures
P.A.C. Training Guide Guia de Entrenamiento. ED 221 327

Participant Characteristics
Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX. ED 221 308

Participant Satisfaction
Professional Disclosure, Consumerism, and Counselor Preparation. ED 220 733
The Use of Local Parks by Older Residents of Urban Areas. ED 221 488
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611

Participative Decision Making
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation. ED 220 986

Patents
Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981). ED 221 227

Patient Care
Psychiatric Aide II. Instructor's Guide. ED 220 605

Patient Education
An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children. ED 221 483

Patients
Confidentiality.'' Instructor's Packet. Learning Activity Package. ED 220 695
Confidentiality.'' Learning Activity Package. ED 220 694
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report. ED 220 776
Observation of Patient. Instructor's Packet. Learning Activity Package. ED 220 703
Observation of Patient. Learning Activity Package. ED 220 702
Oral Hygiene. Instructor's Packet. Learning Activity Package. ED 220 705
Oral Hygiene. Learning Activity Package. ED 220 704

Patriotism
Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance. ED 221 433
Patriotic Observances. Grades K-6. ED 221 429

Peer Acceptance
Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications. ED 221 006

Peer Counseling
A Training Guide for Peer Group Counselors. Revised. ED 220 763

Peer Influence
Puerto Rican Youth: Dropping Out and Delinquency. ED 221 638

Peer Relationship
Gender and Attractiveness Related to Preschool Peer Interactions. ED 221 269

Peer Teaching
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College. ED 221 252
Usng Low Achievers to Tutor Reading and Mathematics. ED 221 003

Pennsylvania
Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982. ED 220 716
The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5. ED 221 491

Perception
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups. ED 221 623
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions. ED 221 622

Perception Tests
Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260. ED 220 813

Performance Contracts
The Effects of Contingency Management as a Means of Reducing Truancy. ED 221 642

Performance Factors
A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development. ED 220 590
Left-Handers and Cognitive Proficiency. ED 221 278

Performance Tests
Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982. ED 220 662

Persia
Treatment of Persian Materials in the National Union Catalog. ED 221 201

Persistence
Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos ED 220 596
Women in Nontraditional Careers (WINC) Curriculum Guide. ED 220 598

Personal Autonomy
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships. ED 221 235

Personal Space
Game Skill Development. ED 221 527

Personality Assessment
Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman. ED 220 732
Personality Variables in Female Homosexuality. ED 220 766
Self-Validation of Computerized Personality Descriptions. ED 220 751

Personality Traits
Personality Variables in Female Homosexuality. ED 220 766
Urban Teacher Stress: A Critical Literature Review. ED 221 611

Personnel Evaluation
Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress. ED 221 254

Personnel Policy
Personnel Selection in Texas Public Schools. ED 220 950//
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions. ED 221 127

Persuasive Discourse
Adolescent Perceptions of Parental Persuasive Message Strategies. ED 220 881
A Judicial Paradigm for the Evaluation of Debates. ED 220 895
Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress). ED 221 036
Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise. ED 220 828

Pharmaceutical Education
Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981. ED 221 096
Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981. ED 221 094

Pharmacology
The Use of Drugs in Sports. ED 221 476//

Pharmacy
Standards of Practice for the Profession of Pharmacy. ED 221 072

Philippines
Assessment and Non Formal Education: The Philippine Experience. ED 220 570

Phonology
On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures. ED 221 031//

Physical Activities
Game Skill Development. ED 221 527

Physical Disabilities
Adult Education for the Handicapped. Information Series No. 240. ED 220 722
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81. ED 220 762
The Rationale for Joint Mobilization. ED 221 473//
Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20. ED 221 211

Physical Education
Game Skill Development. ED 221 527
Physical Education and Sport: An Introduction. ED 221 511//
Physical Education and Sport in the Danish Schools. ED 221 519

Physical Education Teachers
Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators. ED 221 603
Physical Education and Sport in the Danish Schools. ED 221 519
Physical Education for Special Populations: Beyond P. L. 94-142. ED 221 515

Physical Environment
The Application of Territoriality: Its Scope and Impact. ED 220 744

Physical Fitness
Physiological Effects of Strength Training and Various Strength Training Devices. ED 221 477//
Salt, Water, and Athletes. ED 221 480//

Physical Health
Nutrition in Children's Sports. ED 221 479//
What is the Relationship between Nutrition and Learning? ED 220 797

Physical Therapy
The Rationale for Joint Mobilization. ED 221 473//
Transcutaneous Electrical Nerve Stimulation: Research Update. ED 221 475//

Physics
Direct Current Series Circuits: An Educational Module. ED 221 380
1980-81 Graduate Student Survey. AIP Report. ED 221 095

Piaget (Jean)
The Mathematical Structures Underlying Adolescent Thought. ED 221 385

Piagetian Tasks
Improving Minority Students' Competencies: Strategies in Selected Colleges. ED 221 145

Piagetian Theory
Activity-Centred Approaches to Second Language Learning. ED 221 066
First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom. ED 221 298
Group Games in Early Education: Implications of Piaget's Theory. ED 221 294

Picture Books
Sex-Role Stereotyping in Caldecott Award Books. ED 220 870

Place Value (Mathematics)
First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom. ED 221 298

Planning
INTERP: A Computer Simulation Game of the Interpretive Planning Process. ED 221 379

Plant Growth
Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610

Plant Identification
Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610

Play
Facilitating Creative Thought through Object Play in Young Children. ED 221 301
Monograph of Play Research. ED 221 290
Play Programs at Home to Stimulate Growth. ED 221 007
Special Education Preschoolers: Evaluating Their Play. ED 221 004

Play Therapy
Play Therapy with the Nonverbal. ED 221 280

Playwriting
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts. ED 220 841

Pledge of Allegiance
Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance. ED 221 433

Podiatry
The Athletic Foot and Its Import to Performance during Running. ED 221 470//

Poetry
A Guide to Teaching Creative Writing: Poetry. ED 220 864

Police Liaison Program (British Columbia)
An Evaluation of the Police Liaison Program. Research Report 81-08. ED 221 615

Police School Relationship
An Evaluation of the Police Liaison Program. Research Report 81-08. ED 221 615

Policy Formation
Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association. ED 220 683
A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy. ED 221 564
The Politics of Economic Retrenchment in Higher Education. ED 221 111
Public Telecommunications Policies and Education's Options. ED 220 922//
A Report of the Annual High School Workshop on Managing Hawaii's Future (5th). ED 221 373
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare. ED 221 299

Political Affiliation
Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers. ED 221 426

Political Attitudes
Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage. ED 221 322
Policy-Related Research on Women in the Southwest. ED 221 428

Political Influences
Magnet Schools in Their Organizational Environment. Final Report. ED 221 621

Political Issues
Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session. ED 221 283

Pomona College CA
The Costs and Benefits of Deferred Giving. ED 221 118//

Population Distribution
The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective. ED 221 630

Population Education
A Report of the Annual High School Workshop on Managing Hawaii's Future (5th). ED 221 373
Why Teach Population Education? ED 221 431

Population Growth
A Report of the Annual High School Workshop on Managing Hawaii's Future (5th). ED 221 373

Population Trends
Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session. ED 220 672
Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51. ED 221 309
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report. ED 220 976
Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report. ED 220 975

Postsecondary Education
Characteristics of Black Postsecondary Students. ED 221 124
Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125
Characteristics of Women Postsecondary Students. ED 221 126
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611

Postsecondary Education Council
The Central Educational Network's Postsecondary Service. ED 220 936//

Potential Dropouts
Study of Georges Valley High School Drop Out Program. ED 220 768

Power Structure
Adolescent Perceptions of Parental Persuasive Message Strategies. ED 220 881

Power Technology
Toward a Regional Geography of Renewable Electrical Energy Resources. ED 221 406

Pragmatics
Foreigner Talk in the U.S. and Germany: Contrast and Comparison. ED 221 064
Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress). ED 221 036

Predictive Measurement
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology. ED 221 150
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening. ED 221 270

Predictive Validity
Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260. ED 220 813
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748

Predictor Variables
Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment. ED 221 583
Retirement Satisfaction among Coal Miners: A Correlational Study. ED 220 764

Premature Infants
The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants. ED 221 292

Prereading Activities
Literacy and Child Rearing. ED 221 265

Preschool Children
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles. ED 220 837
Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project. ED 221 585
Gender and Attractiveness Related to Preschool Peer Interactions. ED 221 269
Monograph of Play Research. ED 221 290
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening. ED 221 270
Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization. ED 221 273
Reaction Time as a Predictor of PPVT Performance in Preschoolers. ED 221 306

Preschool Education
Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project. ED 221 585
The Free Kindergarten Union of Victoria, 1908-80. ED 221 304

Preschool Teachers
The Preparation and Certification of Early Childhood Personnel: A Position Statement. ED 221 288

Preservice Teacher Education
Addition and Subtraction. Mathematics-Methods Program Unit. ED 221 337
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual. ED 221 342
Awareness Geometry. Mathematics-Methods Program Unit. ED 221 340
Experiences in Problem Solving. Mathematics-Methods Program Unit. ED 221 347
Follow-up Studies of Teacher Education Program Graduates. ED 221 544
Graphs: The Picturing of Information. Mathematics-Methods Program Unit. ED 221 344
Integrating Research and Professional Training: A Dialogue. ED 221 601
Measurement. Mathematics-Methods Program Unit. ED 221 343
Multiplication and Division. Mathematics-Methods Program Unit. ED 221 338
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE. ED 221 518
Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual. ED 221 345
Numeration. Mathematics-Methods Program Unit. ED 221 336
Probability and Statistics. Mathematics-Methods Program Unit. ED 221 346
A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction. ED 221 524
Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit. ED 221 339
Teaching Teachers to Question Questions. ED 221 496
Transformational Geometry. Mathematics-Methods Program Unit. ED 221 341
User's Guide for the Units of the Mathematics-Methods Program. ED 221 348

Press Opinion
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation. ED 220 830

Prestel
Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19. ED 221 210

Prestige
Occupational Sex Roles and Occupational Prestige. ED 220 767

Pretend Play
Monograph of Play Research. ED 221 290
Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions. ED 221 282

Pretend Reading
Literacy and Child Rearing. ED 221 265

Prevention
The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students. ED 221 607
Who's Raising the Family? A Workbook for Parents and Children. ED 220 770

Prewriting
Computer Instruction on Generating Ideas for Writing Description.
ED 220 868

Primary Education
In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456

Primary Sources
Doing History.
ED 221 413

Prime Time Television
The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.
ED 220 831

Priming (Reading Comprehension)
Comprehension of Metaphors: Priming the Ground.
ED 220 812

Principal Teacher Interaction Study
Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

Describing the Concerns Principals Have about Facilitating Change.
ED 220 960

Effects of Principal Interventions on Teachers during the Change Process.
ED 220 959

Implications for Research: Preparing Principals for Leadership Roles.
ED 220 958

NIE Directory of Inservice Training Programs for Principals.
ED 220 987

Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

Printing
Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Prior Learning
Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Prisoners
Fostering Success of Non-Traditional Students.
ED 221 495

Women, Families, and Prison.
ED 221 279

Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086

Private Education
The Free Kindergarten Union of Victoria, 1908-80.
ED 221 304

Private Financial Support
The Costs and Benefits of Deferred Giving.
ED 221 118//

Financing Medical Education, 1982-1983.
ED 221 137

An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition.
ED 221 138

Private Schools
The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Private Sector
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Private Self Consciousness
Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Probability
Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Problem Solving
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects.
ED 221 358

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//

Metaphors of Change and Models of Inservice.
ED 221 486

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

The Personal Development Seminar: Probing Disciplinary Perspectives.
ED 220 851

Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.
ED 221 387

Researches on Adolescent Thought: A Framework.
ED 221 354

Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

Production Techniques
School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160

Writing for Instructional Television.
ED 221 158

Professional Associations
Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Problems in Allied Health Continuing Education.
ED 221 097

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.
ED 221 517

Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981).
ED 221 106

Professional Autonomy
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Professional Continuing Education
Athletic Training Education at the Crossroads.
ED 221 458//

Problems in Allied Health Continuing Education.
ED 221 097

Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
ED 221 370

Professional Development
Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Forging Links.
ED 220 845

The Institutional Research Director: Professional Development and Career Path.
ED 221 143

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Professional Disclosure
Professional Disclosure, Consumerism, and Counselor Preparation.
ED 220 733

Professional Education
Developing Objective Criteria for Evaluating Student Athletic Trainers.
ED 221 461//

Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981.
ED 221 096

Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981.
ED 221 094

Implementing a Clinical Experience for Student Trainers.
ED 221 459//

Methods for Successfully Teaching Student Athletic Trainers.
ED 221 466//

Minority Access to Professional Education: A Selected Bibliography.
ED 221 084

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980).
ED 221 457//

A Proposed Athletic Training Curriculum Design.
ED 221 467//

The Student Trainer Clinical Experience at Lock Haven State College.
ED 221 460//

Professional Personnel
Communication Effectiveness and the Professional Woman.
ED 220 898

The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Professional Recognition
Survey on the Status of Educational Researchers.
ED 221 576

University of Maryland Origins of Publications in Student Personnel Journals.
ED 220 756

Professional Role
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Professional Training
Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619

Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Standards of Practice for the Profession of Pharmacy.
ED 221 072

Profiles
Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Urban Indians: Patterns and Transformations.
ED 221 [illegible]

Program Administration
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729

Managing Technology Change. MECC: A Management History.''
ED 220 932//

New Director's Manual: An Orientation Manual for New Head Start Directors in Region III.
ED 221 300

Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

Program Budgeting
Annual School-Based Program Budget. 1982-83 Planning and Budgeting for Educational Management. Prototype.
ED 220 977

Program Content
Career Education Activities in Colorado Higher Education.
ED 220 719

Physical Education and Sport in the Danish Schools.
ED 221 519

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404

TAFE Projects in Progress. No. 1.
ED 220 657

Program Costs
A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Program Descriptions
Accountability and Standards in Student Affairs.
ED 221 260

Duval County Follow Through Final Evaluation Report, 1981-1982.
ED 221 602

On Some Trends in German Mathematics Education.
ED 221 372

Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
ED 220 995

Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996

A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404

TAFE Projects in Progress. No. 1.
ED 220 657

Program Design
Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
ED 221 569

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

Implementing Educational Change: Progress at Last.
ED 221 540

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Metaphors of Change and Models of Inservice.
ED 221 486

Programs of School Improvement: An Overview.
ED 221 536

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Staff Development.
ED 221 537

Program Development
Admissions Handbook. Missouri Vocational-Technical Programs.
ED 220 625

Admissions Model. Missouri Vocational-Technical Programs.
ED 220 624

Athletic Training Education at the Crossroads.
ED 221 458//

Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729

Community Colleges and Agricultural Education: Strategies for Serving a New Market.
ED 221 256

Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981.
ED 221 247

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287

Images of a Rural Teacher Center.
ED 221 487

Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Instructional Materials and School Library Resources.
ED 221 175

Learning Never Ends: Need for Lifelong Learning Programs.
ED 221 499

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.
ED 221 293

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.
ED 220 716

Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528

Teacher Certification in Consortium-Based Teacher Education.
ED 221 542

Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669

Vocational Gerontology Program. Food Services for the Aged.
ED 220 684

Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

Program Effectiveness
Affective Outcomes in a Learning for Mastery Setting.
ED 220 742

Annual Evaluation Report: Volume II, Fiscal Year 1981.
ED 221 610

The Application of Territoriality: Its Scope and Impact.
ED 220 744

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).
ED 221 034

Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308

CETA Training Programs: Do They Work for Adults?
ED 220 601

A Comparative Study of Teaching Typing Skills on Microcomputers.
ED 220 597

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.
ED 221 607

Evaluating the Use of Technology in Education.
ED 220 929//

Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.
ED 220 776

An Evaluation of the Police Liaison Program. Research Report 81-08.
ED 221 615

Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Follow-up Studies of Teacher Education Program Graduates.
ED 221 544

Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.
ED 221 234

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982.
ED 220 654

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.
ED 221 296

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.
ED 220 685

Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Programs of School Improvement: An Overview.
ED 221 536

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

The Role of Evaluation and Plans for Evaluating the Current Testing Program.
ED 221 581

Staff Development.
ED 221 537

Study of Georges Valley High School Drop Out Program.
ED 220 768

Teaching Functions in Instructional Programs.
ED 221 538

Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.
ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.
ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.
ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.
ED 220 730

The Use of Study Centres in Four Distance Education Systems.
ED 220 666

Validated School Business Practices That Work. Volume III: Sharing Business Success.
ED 220 910

Program Evaluation
Accountability and Standards in Student Affairs.
ED 221 260

Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.
ED 221 565

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.
ED 221 564

Duval County Follow Through Final Evaluation Report, 1981-1982.
ED 221 602

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586

Evaluating an Instructional System in Mathematics.
ED 220 937//

Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448

Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559

Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.
ED 221 605

Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project.
ED 221 585

An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.
ED 221 483

Evaluation of Two Alternatives Programs for Junior High School Students.
ED 221 606

Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.
ED 221 181

Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604

Follow-up Studies of Teacher Education Program Graduates.
ED 221 544

Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.
ED 221 557

Maine Studies ECRI.
ED 220 824

Nutrition Education Research: Directions for the Future. Proceedings .
ED 221 405//

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528

Staff Development.
ED 221 537

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.
ED 221 579

Testing of a Program Evaluation Model: Final Report.
ED 221 240

Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

Program Implementation
Admissions Handbook. Missouri Vocational-Technical Programs.
ED 220 625

Admissions Model. Missouri Vocational-Technical Programs.
ED 220 624

Annual Evaluation Report: Volume II, Fiscal Year 1981.
ED 221 610

Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.
ED 221 568

Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729

Deploying Educational Technology at an Independent, Urban Institution.
ED 220 935//

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.
ED 221 564

Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family.
ED 221 320

Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914

Homebound/Cluster-A.B.E./ Special Demonstration Project-309.
ED 220 607

Implementing Educational Change: Progress at Last.
ED 221 540

Increasing the Usefulness of the Individualized Education Program.
ED 220 994

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Metaphors of Change and Models of Inservice.
ED 221 486

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.
ED 220 716

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574

Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

Program Improvement
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633

Physical Education for Special Populations: Beyond P. L. 94-142.
ED 221 515

Women, Families, and Prison.
ED 221 279

Program Proposals
Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185

Program Validation
The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.
ED 220 606

Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490

Programed Instructional Materials
Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B.
ED 220 678

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.
ED 220 677

Programing
Automatic Construction of Explanation Networks for a Cooperative User Interface.
ED 221 213

Data Processing Volume I. Instructor's Guide.
ED 220 604

Programing (Broadcast)
Coming Together Public Television and Higher Education.
ED 221 128

The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show.
ED 220 901

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Writing for Instructional Television.
ED 221 158

Project CAST
Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
ED 220 995

Project Developmental Continuity
Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Project First Chance
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996

Project Follow Through
Duval County Follow Through Final Evaluation Report, 1981-1982.
ED 221 602

The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574

Project Growth
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Project Head Start
New Director's Manual: An Orientation Manual for New Head Start Directors in Region III.
ED 221 300

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Promotion (Occupational)
Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

Properties (Mathematics)
Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Proposition 2 and One Half (Massachusetts 1980)
Tax Limitations in Massachusetts.
ED 220 983

Prose Learning
Comprehension of Student Authored versus Published Material.
ED 220 796

Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

Prostitution
Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

Proverbs
Literatura Oral Hispanica (Hispanic Oral Literature).
ED 221 332

Proximity
Relational Messages Associated with Nonverbal Behaviors.
ED 220 876

Psychiatric Aides
Psychiatric Aide II. Instructor's Guide.
ED 220 605

Psychiatric Hospitals
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Psychiatric Services
Psychiatric Aide II. Instructor's Guide.
ED 220 605

Psychoeducational Methods
Eliminating Self-Defeating Behaviors: New Group Procedures.
ED 220 743

Psycholinguistics
Activity-Centred Approaches to Second Language Learning.
ED 221 066

Cognitive Processing of Various Orthographies.
ED 221 060

Language Proficiency Assessment: Research Findings and Their Application.
ED 221 025//

Psychological Characteristics

Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman.
ED 220 732

Psychological Patterns

Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Psychological Services

Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''
ED 221 258

Psychology

Master Teaching Experiences for Introductory Psychology.
ED 221 410

Psychometrics

Dilemmas in Diagnosis.
ED 221 027//

Psychomotor Skills

Left-Handers and Cognitive Proficiency.
ED 221 278

Physical Education and Sport: An Introduction.
ED 221 511//

Psychotherapy

The Psychodrama-Social Dramatics Separation.
ED 220 882

PTV 3

New Public Broadcasting Programs and Services.
ED 220 924//

Public Access

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Public Agencies

FCC and the Sunshine Act.
ED 220 892

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.
ED 221 187

Public Broadcasting Service

Coming Together Public Television and Higher Education.
ED 221 128

New Public Broadcasting Programs and Services.
ED 220 924//

Public Libraries

The American Public Library. Research Report.
ED 221 222

Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.
ED 221 184

California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.
ED 221 225

Cooperative Catalog Conversion Study. Final Report.
ED 221 170

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.
ED 221 209

Libraries and Adult Learners.
ED 221 219

Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books.
ED 221 154

Statistics of Public Libraries, 1977-1978.
ED 221 229

A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

Survey of Library Service in Local Correctional Facilities.
ED 221 169

Public Opinion

Academic Fraud: A Threat to Quality.
ED 221 107

Tax Limitations in Massachusetts.
ED 220 983

Public Policy

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.
ED 221 644

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).
ED 221 103//

The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.
ED 221 452

Manpower Planning and Higher Education Policy.
ED 221 080

A New Look at America's Refugee Policy.
ED 221 645

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Policy-Related Research on Women in the Southwest.
ED 221 428

The Politics of Economic Retrenchment in Higher Education.
ED 221 111

Public Telecommunications Policies and Education's Options.
ED 220 922//

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.
ED 221 092

Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare.
ED 221 299

Public Relations

The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834

Field-Proven Programs for Better Public Relations.
ED 220 908

Geography's Relationships with the Community and Region.
ED 221 434

Language in the Marketplace.
ED 221 063

Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.
ED 221 197

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Public Schools

The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Public Service

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Public Speaking

An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.
ED 220 905

Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''
ED 220 879

Public Support

Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Geography's Relationships with the Community and Region.
ED 221 434

Public Television

Coming Together Public Television and Higher Education.
ED 221 128

New Public Broadcasting Programs and Services.
ED 220 924//

West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Public Understanding of Science Program

Public Understanding of Science. Summary of Grants and Activities 1976-1981.
ED 221 369

Publications

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.
ED 221 517

University of Maryland Origins of Publications in Student Personnel Journals.
ED 220 756

Publicity

Language in the Marketplace.
ED 221 063

Published Reading Materials

Comprehension of Student Authored versus Published Material.
ED 220 796

Puerto Ricans

Eventos de Agosto (August Events).
ED 221 334

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).
ED 221 054

Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135

Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

Puerto Ricans in Science and Biomedicine: Report of a Conference.
ED 221 350

Puerto Rican Youth: Dropping Out and Delinquency.
ED 221 638

The Remigration of the Puerto Rican Student as a Factor in School Adjustment.
ED 221 639

Puerto Rico

Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

The Remigration of the Puerto Rican Student as a Factor in School Adjustment.
ED 221 639

A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.
ED 221 627

Purchasing

Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485

Quality Circles

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Quality Control

Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Quality of Life

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.
ED 220 672

Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Retirement Satisfaction among Coal Miners: A Correlational Study.
ED 220 764

Quantitative Tests

Standards for Standard Setting.
ED 221 594

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Quasiexperimental Design

Regression Based Analyses of Multilevel Education Data.
ED 221 555

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Query Negotiation (Library Science)

Defining Information Needs of Computer Users: A Human Communication Problem.
ED 221 189

Questioning Techniques

Response to Literature: Student Questions.
ED 220 838

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.
ED 221 141

Teaching Teachers to Question Questions.
ED 221 496

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Questionnaires

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Racial Bias

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502

Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612

Survey on the Status of Educational Researchers.
ED 221 576

The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.
ED 221 643

Racial Composition

An Assessment of the Chicago Board of Education's Desegregation Plan.
ED 221 620

The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.
ED 221 630

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.
ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.
ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.
ED 220 969

Racial Differences

Background Information for Viewing Racial Differences in SAT Scores.
ED 221 302

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232.
ED 220 738

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.
ED 221 263

Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights.
ED 220 740

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624

Racial Discrimination

Black Feminism and Race Uplift,'' 1890-1900. Working Paper.
ED 221 445

Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.
ED 221 444

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.
ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.
ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.
ED 220 969

Racial Distribution

Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile.
ED 221 133

Racial Integration

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.
ED 221 644

Racial Relations

Black Feminism and Race Uplift,'' 1890-1900. Working Paper.
ED 221 445

Racial Segregation

An Assessment of the Chicago Board of Education's Desegregation Plan.
ED 221 620

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.
ED 221 644

Radio

Media Embedded Interactions.
ED 220 887

Rational Numbers

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Reaction Time

Reaction Time as a Predictor of PPVT Performance in Preschoolers.
ED 221 306

Readability

Comprehension of Student Authored versus Published Material.
ED 220 796

Reading Assignments across the Curriculum.
ED 220 793

Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants.
ED 220 817

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

Writeability.
ED 220 799

Reader Response

Judy Blume and Beyond.
ED 220 859

Readers Theater

Interpreters Theatre as Confirmed by New York Productions.
ED 220 893

Reading Ability

Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Left-Handers and Cognitive Proficiency.
ED 221 278

Reading Achievement

Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

Maine Studies ECRI.
ED 220 824

NIE Roundtable on Urban Reading. Final Report.
ED 220 794

On Reading and Writing. Iowa Monograph.
ED 220 806

What is the Relationship between Nutrition and Learning?
ED 220 797

Reading Attitudes

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

Teachers' Attitudes toward Reading and Their Students' Reading Habits.
ED 220 801

Reading Centers

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

Reading Comprehension

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Comprehension of Student Authored versus Published Material.
ED 220 796

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826

The Elementary Reading Reference Guide. Revised.
ED 220 791

Improving Comprehension with Mental Imagery.
ED 220 818

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795

Reading and Comprehension.
ED 220 819

Reading Assignments across the Curriculum.
ED 220 793

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Response to Literature: Student Questions.
ED 220 838

RIM Reading Skills Guide. Revised.
ED 220 790

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Reading Diagnosis

Dilemmas in Diagnosis.
ED 221 027//

Reading Diagnosis: Informal Reading Inventories.
ED 220 816//

Reading Difficulties

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Reading with a Special Touch.
ED 220 798

Some Symptoms, Causes, and Remediations of Dyslexia.
ED 220 814

Reading Games

Reading with a Special Touch.
ED 220 798

Reading Improvement

Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Improving Comprehension with Mental Imagery.
ED 220 818

Reading Instruction

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

Children's Insights into Reading Instruction An Ethnography.
ED 220 800

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).
ED 220 802//

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792

Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.
ED 221 181

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.
ED 220 804

Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Maine Studies ECRI.
ED 220 824

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

Neurological Impress and Reading: How and Why?
ED 220 815

On Reading and Writing. Iowa Monograph.
ED 220 806

Reading and Comprehension.
ED 220 819

Reading Assignments across the Curriculum.
ED 220 793

Reading with a Special Touch.
ED 220 798

A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252

RIM Reading Skills Guide. Revised.
ED 220 790

Some Symptoms, Causes, and Remediations of Dyslexia.
ED 220 814

The Use of Connectives in Community College Textbooks.
ED 220 810

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Reading Processes

Cognitive Processing of Various Orthographies.
ED 221 060

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

Reading Programs

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.
ED 220 807

Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.
ED 221 181

Maine Studies ECRI.
ED 220 824

Reading Readiness

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.
ED 220 807

Literacy and Child Rearing.
ED 221 265

Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Reading Research

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).
ED 220 802//

Comprehension of an Unattended Prose Passage.
ED 220 822

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Comprehension of Student Authored versus Published Material.
ED 220 796

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness.
ED 220 808

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.
ED 220 804

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820

Interference in Sentence Memory.
ED 220 823

Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795

Reading Assignments across the Curriculum.
ED 220 793

Some Symptoms, Causes, and Remediations of Dyslexia.
ED 220 814

The Use of Connectives in Community College Textbooks.
ED 220 810

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Reading Skills

Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.
ED 220 827

The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809

Children's Insights into Reading Instruction An Ethnography.
ED 220 800

The Elementary Reading Reference Guide. Revised.
ED 220 791

Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Reading Strategies

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Reading Teachers

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

What is the Relationship between Nutrition and Learning?
ED 220 797

Reading Tests

An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education.
ED 220 811

Maine Studies ECRI.
ED 220 824

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Reading Writing Relationship

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).
ED 220 802//

Reclassification

Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

Recognition (Psychology)

Interference in Sentence Memory.
ED 220 823

Recordkeeping

Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress.
ED 221 112

Recreational Activities
Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485

Recreational Facilities
The Use of Local Parks by Older Residents of Urban Areas.
ED 221 488

Recreational Programs
Community Education in Montana. The Broadview Model.
ED 221 310

Recruitment
The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676
Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 220 686
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Reference Materials
The Elementary Reading Reference Guide. Revised.
ED 220 791
Library Exercises. Revised.
ED 221 177
Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.
ED 221 220
Research in Education: A Guide to Selected Research Reference Sources.
ED 221 166

Reference Services
Defining Information Needs of Computer Users: A Human Communication Problem.
ED 221 189
The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212
Online Retrieval Systems Users Survey from Texas.
ED 221 221
The Vertical File in the Libraries of the City University of New York: A Survey.
ED 221 216
Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19.
ED 221 210

Refugees
A New Look at America's Refugee Policy.
ED 221 645
Orientation to Employment in the U.S. for Refugees Chinese.
ED 221 049
Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050
Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048
Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047
Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046

Regional Cooperation
The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14.
ED 221 205

Regional Libraries
Interlibrary Loan Time and Motion Study, Colorado Western Slope.
ED 221 191
A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Regional Programs
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges.
ED 221 230

Regis Plan for Individualization
The Regis Plan for Individualization.
ED 220 979

Registers (Linguistics)
Fitting In'': Register Shifting in a Second Language.
ED 221 020

Regression (Statistics)
Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556
Regression Based Analyses of Multilevel Education Data.
ED 221 555

Rehabilitation Act 1973 (Section 504)
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973.
ED 220 588

Rehabilitation Centers
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.
ED 220 737
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Rehabilitation Programs
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.
ED 220 776

Reimbursement Programs
A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation.
ED 220 955//

Relevance (Education)
Congressional Perspectives on Information Technology.
ED 220 917//
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.
ED 220 747
Perspectives on Liberal Education: Pioneers and Pallbearers.
ED 221 120//
Physical Education and Sport: An Introduction.
ED 221 511//
A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.
ED 221 319

Religion
African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''.
ED 221 418
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.)
ED 221 115
Symbols of Sexual Separation and Androgyny in Myth and Religion.
ED 221 453

Religious Differences
The Religious Orientation of College Students.
ED 220 758

Religious Factors
Perspectives on Death: A Developmental Study.
ED 220 739
Religious Orientation and the Concepts of God Held by University Students.
ED 220 757
The Religious Orientation of College Students.
ED 220 758

Relocation
A New Look at America's Refugee Policy.
ED 221 645

Remedial Instruction
Audio-Tutorial Horticulture Learning Units. Final Report.
ED 220 610
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty.
ED 221 494
Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.
ED 221 274
Direct Current Series Circuits: An Educational Module.
ED 221 380
Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.
ED 221 253

Remedial Mathematics
Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.
ED 221 253

Remedial Programs
The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239
Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981.
ED 221 247
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.
ED 221 234
Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

Remedial Reading
Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586
Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.
ED 221 181
Neurological Impress and Reading: How and Why?
ED 220 815

Research
The Research Universities and Their Patrons.
ED 221 088//
A Resource Requirements Prediction Model for the Central Administration Support Program in a University.
ED 221 136

Research and Development
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616
National Patterns of Science and Technology Resources 1981.
ED 221 363

Research and Development Centers
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.
ED 221 110
Integrating Research and Professional Training: A Dialogue.
ED 221 601

Research and Instruction Units
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559
The Role of Evaluation and Plans for Evaluating the Current Testing Program.
ED 221 581

Research Design
Aptitude-Treatment Interaction Research: Implications for Physical Education.
ED 221 522
Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.
ED 221 566
A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.
ED 221 564
Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices.
ED 221 421
Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556
The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574
State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Research Directors
The Institutional Research Director: Professional Development and Career Path.
ED 221 143

Research Libraries
The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.
ED 221 190
The Research Universities and Their Patrons.
ED 221 088//
Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

Research Methodology
A Comparison of Job Development Strategies in Rehabilitation.
ED 220 680
Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899
Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754
Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.
ED 221 557
Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.
ED 221 598
Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.
ED 221 595
Nutrition Education Research: Directions for the Future. Proceedings .
ED 221 405//
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147
The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574
State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.
ED 221 579
Vision Research for Flight Simulation. Final Report.
ED 220 599

Research Needs
Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings.
ED 220 982
Chicano Aging and Mental Health.
ED 221 312
Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114
Nutrition Education Research: Directions for the Future. Proceedings .
ED 221 405//
The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752
The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633
State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618
Vision Research for Flight Simulation. Final Report.
ED 220 599

Research Practice Relationship
Collaborative Research.
ED 221 531

Research Problems
Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899
Elderly Multiple Victims: More Frequent than Commonly Thought?
ED 220 760
Media in Instruction: 60 Years of Research.
ED 221 159
NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593
The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.
ED 221 574
Social Responsibility in Sex Difference Research.
ED 221 575
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.
ED 221 579

Research Projects
Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development.
ED 221 291
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086
Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.
ED 221 635

Research Skills
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616
Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619
The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Research Tools
A Comparison of Job Development Strategies in Rehabilitation.
ED 220 680
Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

Research Universities
The Research Universities and Their Patrons.
ED 221 088//

Research Utilization
Collaborative Research.
ED 221 531
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Residential Colleges
Validation of a Theoretical Model of College Dropouts.
ED 221 130

Resource Allocation
The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641
Fee Contingency Plan Background and Issues.
ED 221 245
A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Resource Materials
Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813
Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity.
ED 221 284
A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609

Resource Room Programs
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005

Resource Teachers
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.
ED 221 510
Vocational Resource Educator Handbook.
ED 220 622

Resources
We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children.
ED 220 998

Resources in Education
Resources in Education (RIE). Volume 18, Number 2.
ED 220 566

Respiration
Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.
ED 220 713
Temperature, Pulse, and Respiration. Learning Activity Package.
ED 220 712

Response System with Variable Prescriptions
Evaluating the Use of Technology in Education.
ED 220 929//

Responses
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.
ED 220 762

Restaurant Management
Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide.
ED 220 660

Resumes
Jobs: Finding and Keeping Empleos: Buscandolos y Manteniendolos
ED 220 596

Retailing
Drugstore Merchandising.
ED 220 593
Sporting Goods. Fishing and Hunting Equipment.
ED 220 591

Retention (Psychology)
Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795

Retirement
Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724
Retirement Satisfaction among Coal Miners: A Correlational Study.
ED 220 764

Retirement Benefits
Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

Retrenchment
Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982).
ED 221 117
The Politics of Economic Retrenchment in Higher Education.
ED 221 111

Revenue Diversification
Revenue Diversification: A New Source of Funds for Community Colleges.
ED 221 251

Reverse Transfer Students
Reverse Transfer Student Study.
ED 221 248

Revision (Written Composition)
Computer-Based Practice in Editing.
ED 220 869
Revision Strategies of Student Writers and Experienced Adult Writers.
ED 220 839

Rewards
The Effects of Contingency Management as a Means of Reducing Truancy.
ED 221 642

Rhetoric
On Distinctions between Classical and Modern Rhetoric.
ED 220 866

Rhetorical Criticism
On Distinctions between Classical and Modern Rhetoric.
ED 220 866
Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation.
ED 220 830

Riddles
Literatura Oral Hispanica (Hispanic Oral Literature).
ED 221 332

Role Conflict
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.
ED 221 510

Role Perception
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559
Perception of Parent-Child Interaction in Three-Generational Black Family.
ED 221 281

Roofing
Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.
ED 220 911

Rules and Regulations
Making the Case for Changing Public Policy.
ED 220 928//
Summary of Architectural Standards and Requirements.
ED 220 587
Working in High Schools: Inside Views of the Organization.
ED 220 974

Running
The Athletic Foot and Its Import to Performance during Running.
ED 221 470//

Rural Areas
Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.
ED 221 309
West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Rural Development
Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Rural Education
Core II Materials for Rural Agricultural Programs. Units A-D.
ED 220 689
Core II Materials for Rural Agriculture Programs. Units E-H.
ED 220 690
Images of a Rural Teacher Center.
ED 221 487
Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412

Rural Environment
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Rural to Urban Migration
Urban Indians: Patterns and Transformations.
ED 221 329

Rural Urban Differences
The Regional Parenting Surveys: Base Sample Survey. Technical Report.
ED 221 305

Rural Youth
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Safety
Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.
ED 220 619
Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621
Prudent Practices for Handling Hazardous Chemicals in Laboratories.
ED 221 362//

Safety Education
Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376
Young Children: A New Target for Public Fire Education.
ED 221 375

Saint Louis Regional Library Network MO
St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual.
ED 221 168

Sales Workers
Sporting Goods. Fishing and Hunting Equipment.
ED 220 591

Salesmanship
Drugstore Merchandising.
ED 220 593
Orientation Guide for New Sales and Marketing Teachers.
ED 220 647
Petroleum Marketing. Selling Automotive Products and Services.
ED 220 592

Salience
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872

Sampling
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399

San Diego Unified School District CA
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.
ED 220 989

Sanitation
Handwashing Technique. Instructor's Packet. Learning Activity Package.
ED 220 699
Handwashing Technique. Learning Activity Package.
ED 220 698
The Surgical Scrub. Instructor's Packet. Learning Activity Package.
ED 220 709
The Surgical Scrub. Learning Activity Package.
ED 220 708

Scandinavia
Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

Scholarship
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086

School Accounting
Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds.
ED 220 913
School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting.
ED 220 912

School Administration
An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended.
ED 220 991//
Validated School Business Practices That Work. Volume III: Sharing Business Success.
ED 220 910
Zero-Base Budgeting: A Management Tool for School Districts.
ED 220 907

School Attitudes
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.
ED 220 989
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.
ED 220 951//
The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.
ED 221 643
Annual School-Based Program Budget. 1982-83 Planning and Budgeting for Educational Management. Prototype.
ED 220 977

School Budget Elections
The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda.
ED 220 954//
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.
ED 220 951//

School Business Officials
The Business Environment for Housing Officers: Assumptions for the 1980's.
ED 221 104
Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts.
ED 220 909

School Business Relationship
Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241
Career Education: Collaboration with the Private Sector. Information Series No. 246.
ED 220 728
Company-College Links: Examples of What Works A University Advisory Council Report.
ED 221 144
Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.
ED 221 140
Estimating the Economic Impact of Vermont Institutions on Their Local Economies.
ED 221 122
Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356
The Research Universities and Their Patrons.
ED 221 088//

School Catalogs
Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081

School Community Relationship
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation.
ED 220 986
Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.
ED 220 990
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.
ED 221 140
Estimating the Economic Impact of Vermont Institutions on Their Local Economies.
ED 221 122
Field-Proven Programs for Better Public Relations.
ED 220 908
Geography's Relationships with the Community and Region.
ED 221 434
A Guide to Writing Local History.
ED 220 862
Handbook of Community Resources for Classroom Use.
ED 220 646
The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105
When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

School Counseling
Preadmission Day for Older, Non-Traditional Students.
ED 220 741
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.
ED 220 787
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.
ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.
ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.
ED 220 730

School Counselors

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

What the Secondary Counselor Should Know about College Student Attrition.
ED 220 765

School Desegregation

An Assessment of the Chicago Board of Education's Desegregation Plan.
ED 221 620

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.
ED 221 644

Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621

Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.
ED 221 595

School District Reorganization

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

School District Size

Personnel Selection in Texas Public Schools.
ED 220 950//

School District Spending

A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation.
ED 220 955//

A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa.
ED 220 956//

School Districts

Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559

Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871

Implementing Educational Change: Progress at Last.
ED 221 540

Instructional Materials and School Library Resources.
ED 221 175

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).
ED 221 546

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.
ED 221 592

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

School Effectiveness

Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973

Effective Schools A Review.
ED 221 534

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.
ED 220 575

Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools.
ED 221 636

Successful School Series.
ED 221 640

School Guidance

Student Advisement Guide: An Implementation of the Teacher/Advisor Program.
ED 220 734

School Holding Power

Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131

School Libraries

Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.
ED 221 184

Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.
ED 221 209

School Libraries and Technology: A Sourcebook.
ED 221 178

Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.
ED 221 197

School Maintenance

Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.
ED 220 911

School Newspapers

High School Press Pressures.
ED 220 891

Changing Organizational Structures to Capitalize on Technology.
ED 220 921//

Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.
ED 220 990

The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools.
ED 220 985

Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools.
ED 221 636

Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621

Recruitment, Selection and Retention: The Shape of the Teaching Force.
ED 221 541

The Regis Plan for Individualization.
ED 220 979

Working in High Schools: Inside Views of the Organization.
ED 220 974

School Orientation

Orientation Guide for New Sales and Marketing Teachers.
ED 220 647

Preadmission Day for Older, Non-Traditional Students.
ED 220 741

School Readiness

Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project.
ED 221 585

Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening.
ED 221 270

School Role

Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.
ED 220 783

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

Looking to the Future: What Business Are We In?
ED 220 949//

Transporting Handicapped Students.
ED 221 000

School Support

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).
ED 221 546

School Surveys

Listening Instruction in Texas Institutions of Higher Education.
ED 220 897

School Taxes

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).
ED 221 546

The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda.
ED 220 954//

Schools of Education

Follow-up Studies of Teacher Education Program Graduates.
ED 221 544

The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.
ED 221 491

Recruitment, Selection and Retention: The Shape of the Teaching Force.
ED 221 541

Science Careers

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328

Puerto Ricans in Science and Biomedicine: Report of a Conference.
ED 221 350

Science Curriculum

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Science Education

An Interdisciplinary Course Involving Science and the Humanities. Final Report.
ED 221 233

Investigations in Science Education, Volume 8, Number 3.
ED 221 360

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356

Public Understanding of Science. Summary of Grants and Activities 1976-1981.
ED 221 369

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Science Education Research

Investigations in Science Education, Volume 8, Number 3.
ED 221 360

Researches on Adolescent Thought: A Framework.
ED 221 354

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Science Instruction

A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities.
ED 221 093

Investigations in Science Education, Volume 8, Number 3.
ED 221 360

Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.
ED 220 858

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.
ED 221 387

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Science Teachers

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356

Sciences

Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
ED 221 129

Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.
ED 221 364

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.
ED 221 110

Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

Scientific Enterprise

Public Understanding of Science. Summary of Grants and Activities 1976-1981.
ED 221 369

Scientific Literacy

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035

Scientific Methodology

The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212

Scientific Research

Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114

Scientific Revolution

The Enlightenment and Due Process of Law.
ED 221 447

Scientists

National Patterns of Science and Technology Resources 1981.
ED 221 363

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Scoring

The Application of Holistic Grading in an ESL Writing Program.
ED 221 044

Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2.
ED 221 588

Scoring Formulas

The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.
ED 221 570

Screening Tests

Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.
ED 221 274

Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening.
ED 221 270

Scripts

Writing for Instructional Television.
ED 221 158

Seafarers

Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

Search Strategies

An Approach to Library Research for the Part-Time Undergraduate Student.
ED 221 182

Battle of the Library Superstars. A Videotape Script.
ED 221 183

Library Exercises. Revised.
ED 221 177

Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning.
ED 221 194

Second Language Instruction

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
ED 221 016

Belizean Creole: Glossary. Peace Corps Language Handbook Series.
ED 221 017

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.
ED 221 015

Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
ED 221 062

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035

English as a Second Language Resource Manual, Volume I.
ED 221 068

English as a Second Language Resource Manual, Volume II.
ED 221 069

Foreign Language and Bilingual Assessment: Issues Approaches.
ED 221 029//

HELP. Handbook for English Language Paraprofessionals.
ED 220 658

Issues of Language Assessment: Foundations and Research Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023

L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet.
ED 221 021

Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//

Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Listening and Speaking Activities for Foreign Language Learners: Second Collection.
ED 221 045

Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982).
ED 221 083

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
ED 220 634

The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series.
ED 221 019//

Sociolinguistic Foundations of Language Assessment.
ED 221 024//

Sounds of Language.
ED 221 022

Teaching Multi-Level Foreign Language Classes.
ED 221 056

Second Language Learning

Activity-Centred Approaches to Second Language Learning.
ED 221 066

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).
ED 221 034

Communicative Tactics in Children's Second Language Acquisition.
ED 221 262

Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.
ED 221 039

Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041

Fitting In'': Register Shifting in a Second Language.
ED 221 020

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).
ED 221 038

Modification of Discourse between Native and Nonnative Speaker Peers.
ED 221 067

On Learning Language Form and Language Function.
ED 221 061

The Processes of Self Directed Learning: A Study of Adult Language Learners.
ED 221 065

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.
ED 221 608

Second Language Programs

Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Language in the Marketplace.
ED 221 063

Sounds of Language.
ED 221 022

Secondary Education

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.
ED 220 664

The Development of Secondary Education in Japan after World War II.
ED 221 437

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.
ED 220 663

Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

Energy Adventure.
ED 221 351

Intelligent Life Out There: Are We Alone?
ED 221 357

The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

Researches on Adolescent Thought: A Framework.
ED 221 354

The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49.
ED 221 374

Secondary School Students

The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Secondary School Teachers

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792

Student Advisement Guide: An Implementation of the Teacher/Advisor Program.
ED 220 734

Security (Psychology)

Emotional Consequences of Child Abuse: The Attachment Relationship.
ED 221 295

Selection Tools

Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

Selective Admission

Minority Access to Professional Education: A Selected Bibliography.
ED 221 084

Self Actualization

Life Skills for Women in Transition.
ED 220 774

Self-Development for Native American Adults.
ED 220 632

Self Concept

Affective Outcomes in a Learning for Mastery Setting.
ED 220 742

The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.
ED 220 747

Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633

Self-Development for Native American Adults.
ED 220 632

A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.
ED 221 627

Self Defeating Behavior

Eliminating Self-Defeating Behaviors: New Group Procedures.
ED 220 743

Self Determination

We Are Metis. A Metis View of the Development of a Native Canadian People.
ED 221 311

Self Disparaging Humor

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''
ED 220 879

Self Esteem

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.
ED 221 263

The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633

Self Evaluation (Groups)

The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.
ED 221 167

Self Evaluation (Individuals)

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

A Concern for Professionalism.
ED 221 237

Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Self-Validation of Computerized Personality Descriptions.
ED 220 751

Self Fulfilling Prophecies

Research on the Self-Fulfilling Prophecy and Teacher Expectations.
ED 221 530

Semantics

The Development of the Semantic System.
ED 220 886

Semiconductor Devices

Basic Electronics II.
ED 220 628

Sentence Structure

Writeability.
ED 220 799

Service Learning

Evaluation of Two Alternatives Programs for Junior High School Students.
ED 221 606

Service Station Operators

Petroleum Marketing. Selling Automotive Products and Services.
ED 220 592

Severe Disabilities

Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
ED 221 008

Sex Bias

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502

Beyond the Status Quo: Merging Feminist Studies with Teacher Education.
ED 221 514

Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612

Gender and Attractiveness Related to Preschool Peer Interactions.
ED 221 269

Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.
ED 221 614

Perception of Women in Magazine Advertising.
ED 220 780

Preservice Teachers: Knowledge & Attitudes about Women.
ED 221 521

Survey on the Status of Educational Researchers.
ED 221 576

Sex Differences

Characteristics of Women Postsecondary Students.
ED 221 126

Perception of Women in Magazine Advertising.
ED 220 780

Perspectives on Death: A Developmental Study.
ED 220 739

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.
ED 221 263

Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study.
ED 221 580

Social Responsibility in Sex Difference Research.
ED 221 575

Symbols of Sexual Separation and Androgyny in Myth and Religion.
ED 221 453

Sex Discrimination

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.
ED 220 687

MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.
ED 221 614

Sex Fairness

Beyond the Status Quo: Merging Feminist Studies with Teacher Education.
ED 221 514

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645

Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.
ED 220 673

Sex Role

The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 .
ED 220 785

The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.
ED 221 442

Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators.
ED 221 603

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

Occupational Sex Roles and Occupational Prestige.
ED 220 767

The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Sex Stereotypes

Monograph of Play Research.
ED 221 290

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

Occupational Sex Roles and Occupational Prestige.
ED 220 767

Perception of Women in Magazine Advertising.
ED 220 780

Sex-Role Stereotyping in Caldecott Award Books.
ED 220 870

Sexual Abuse

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

Shared Facilities

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

Shared Services

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.
ED 221 206

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.
ED 221 202

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.
ED 221 209

Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.
ED 221 203

Sharing Business Success Project

Validated School Business Practices That Work. Volume III: Sharing Business Success.
ED 220 910

Shell Fishing

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.
ED 220 662

Shock

Shock & Anaphylactic Shock. Learning Activity Package.
ED 220 706

Shogun

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Shorthand

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 582

Shoulders (Human Anatomy)

Anatomy and Selected Biomechanical Aspects of the Shoulder.
ED 221 468//

Shoulder Problems in Athletes.
ED 221 469//

Siblings

Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.
ED 220 769

Signs

Library Signs and the Disabled.
ED 221 162

Similarity Ratings
The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271

Simulation
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.
ED 220 600
Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161
INTERP: A Computer Simulation Game of the Interpretive Planning Process.
ED 221 379
Vision Research for Flight Simulation. Final Report.
ED 220 599

Situational Variables
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Skill Analysis
Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 577

Skill Development
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.
ED 220 600
A Comparative Study of Teaching Typing Skills on Microcomputers.
ED 220 597
Incorporating Skills into Social Studies Programs, K-12.
ED 221 407
Literature Analysis for Relating Children's Experiences to School.
ED 221 272
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616
Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Slavery
Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.
ED 221 444
If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper.
ED 221 443

Sludge
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390
Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392
Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394
Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397
Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401

Small Schools
Rural Vocational Assessment: Lincoln County, Washington. Final Report.
ED 221 316
Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317
A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.
ED 221 319

Social Agencies
Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.
ED 220 775

Social Behavior
Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Social Bias
The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.
ED 221 643

Social Change
Nursery School Education in Nigeria: Impact on Families and Society.
ED 221 275

Social Class
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.
ED 221 102

Social Cognition
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.
ED 220 762
Perception of Women in Magazine Advertising.
ED 220 780
Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Social Development
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005
Literature Analysis for Relating Children's Experiences to School.
ED 221 272
The Psychodrama-Social Dramatics Separation.
ED 220 882

Social Dramatics
The Psychodrama-Social Dramatics Separation.
ED 220 882

Social History
The University in Colonial Spanish America: A Historiographical Survey.
ED 221 082

Social Indicators
Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485

Social Interaction
Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899

Social Planning
The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.
ED 221 452

Social Responsibility
Social Responsibility in Sex Difference Research.
ED 221 575

Social Science Research
Chicano Aging and Mental Health.
ED 221 312
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872
Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.
ED 221 595
Policy-Related Research on Women in the Southwest.
ED 221 428

Social Sciences
Disciplines, Disciples, and Ideology in Social Education.
ED 221 417
Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.
ED 221 364
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.
ED 221 142

Social Services
Annotated Directory of Exemplary Family Based Programs. Revised Edition.
ED 221 276
BANANAS' Guide for Parents & Children. First Edition.
ED 221 268
Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287
The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.
ED 221 452
International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).
ED 221 002

Social Status
Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.
ED 221 006

Social Studies
Allan Kownslar and the New Social Studies.
ED 221 419
Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.
ED 221 433
Disciplines, Disciples, and Ideology in Social Education.
ED 221 417
Doing History.
ED 221 413
Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448
Four Futures for Social Studies.
ED 221 420
Incorporating Skills into Social Studies Programs, K-12.
ED 221 407
Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609
Six American Histories.
ED 221 416
Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449
Solar Economics: A Teacher's Guide.
ED 221 403
Understanding Aging: A Curriculum for Grades K-6.
ED 221 451
Why Teach Population Education?
ED 221 431

Social Support Groups
Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.
ED 221 263

Social Values
Physical Education and Sport: An Introduction.
ED 221 511//
Technology and Humanism Are They Compatible?
ED 220 946//

Social Workers
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Socialization
Families That Work: Children In a Changing World.
ED 221 631//
The Psychodrama-Social Dramatics Separation.
ED 220 882
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617
The Social Side of Schooling: Ecological Studies of Classrooms and Schools.
ED 221 532
To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.
ED 221 618

Sociocultural Patterns
Fitting In'': Register Shifting in a Second Language.
ED 221 020
Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485
Urban Indians: Patterns and Transformations.
ED 221 329

Socioeconomic Influences
The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda.
ED 220 954//
Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Socioeconomic Status
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.
ED 220 951//
Urban Indians: Patterns and Transformations.
ED 221 329

Sociolinguistics
Language Proficiency Assessment: Research Findings and Their Application.
ED 221 025//
The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//
Sociolinguistic Foundations of Language Assessment.
ED 221 024//

Sociometric Techniques
Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754

Soil Science
Core II Materials for Rural Agriculture Programs. Units E-H.
ED 220 690

Solar Radiation
Solar Economics: A Teacher's Guide.
ED 221 403

South Carolina
From High School to Adulthood: A Survey of South Carolina Young People.
ED 221 321

South Carolina (Horry County)
Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Southeast Idaho Teacher Center Consortium
Images of a Rural Teacher Center.
ED 221 487

Space Exploration
Intelligent Life Out There: Are We Alone?
ED 221 357

Spanish
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//

Spanish Culture
The University in Colonial Spanish America: A Historiographical Survey.
ED 221 082

Spanish Speaking
Electricity. A Bilingual Text Electricidad. Un Texto Bilingue.
ED 220 567
Metalworking. A Bilingual Text Trabajo en Metal. Un Texto Bilingue.
ED 220 568
Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue.
ED 220 569

Spatial Ability
Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects.
ED 221 358

Special Classes
Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.
ED 221 006

Special Education
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation.
ED 220 986
Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604
State and Federal Programs for Special Student Populations.
ED 220 970
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.
ED 220 968

Special Libraries
California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.
ED 221 225

Special Programs
Adult Education for the Handicapped. Information Series No. 240.
ED 220 722
Evaluation of the Gifted and Talented Program, 1980-81.
ED 221 010

Specific Resistance Test
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401

Specifications
Cooperative Catalog Conversion Study. Final Report.
ED 221 170
CSU Standard for the CLSI Expanded Title Record.
ED 221 188

Speech Acts
How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059

Speech Communication
Cognitive Modification in the Small College.
ED 220 880
Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899
Foreigner Talk in the U.S. and Germany: Contrast and Comparison.
ED 221 064
Foreign Language and Bilingual Assessment: Issues Approaches.
ED 221 029//
How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059
Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).
ED 221 038
Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress).
ED 221 036
Listening Instruction in Texas Institutions of Higher Education.
ED 220 897
Modification of Discourse between Native and Nonnative Speaker Peers.
ED 221 067
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature.
ED 220 873
Philosophical Perspectives on Values and Ethics in Speech Communication.
ED 220 904
The Processes of Self Directed Learning: A Study of Adult Language Learners.
ED 221 065
The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety.
ED 220 903

Speech Curriculum
An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.
ED 220 905
Listening Instruction in Texas Institutions of Higher Education.
ED 220 897
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature.
ED 220 873

Speech Evaluation
Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy.
ED 221 563

Speech Handicaps
Play Therapy with the Nonverbal.
ED 221 280

Speech Improvement
Dynamic Articulation of Vowels.
ED 220 885

Speech Instruction
An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.
ED 220 905
Basic Listening Skills.
ED 220 894
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature.
ED 220 873
The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety.
ED 220 903

Speech Skills
Listening and Speaking Activities for Foreign Language Learners: Second Collection.
ED 221 045
Sounds of Language.
ED 221 022

Spelling
Regularity and Irregularity in English Spelling and in Spelling Instruction.
ED 220 867

Spelling Instruction
Regularity and Irregularity in English Spelling and in Spelling Instruction.
ED 220 867

Spokane Public Telecommunications Center WA
Managing the Development of the Public Telecommunications Center, Spokane, Washington.
ED 220 933//

Spouses
Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749
The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Staff Development
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729
Images of a Rural Teacher Center.
ED 221 487
Increasing the Usefulness of the Individualized Education Program.
ED 220 994
Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528
Staff Development.
ED 221 537
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Staff Development for School Improvement Program
Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528

Stage Fright
An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.
ED 220 905

Stages of Concern about the Innovation
Describing the Concerns Principals Have about Facilitating Change.
ED 220 960

Stages of Concern Questionnaire
An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Standard Setting
Standards for Standard Setting.
ED 221 594

Standardized Tests
Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1.
ED 221 589
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040
Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587

Standards
Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963
An Analysis of Student Success.''
ED 221 498
Children's Literature The Search for Excellence.
ED 220 846
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087
Standards of Practice for the Profession of Pharmacy.
ED 221 072
The State of the Art of Teacher Certification Testing.
ED 221 578

State Agencies
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871

State Aid
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.
ED 221 149
Financing Medical Education, 1982-1983.
ED 221 137

State Boards of Education
A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.
ED 221 564

State Colleges
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127
Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081

State Courts
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973.
ED 220 588

State Departments of Education
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.
ED 220 673
Survey on Master Teachers.
ED 221 526

State Government
A Changing Federalism: The Condition of the States.
ED 220 915

State History
Doing Minnesota.
ED 221 414

State Legislation
Statewide Guidelines on Program Accessibility for Persons with Disabilities.
ED 220 586

State Norms
Status of Teacher Personnel in Utah, 1981-82.
ED 221 545

State Occupational Information Coordinating Comm
The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6.
ED 220 667

State Programs
Humanities and the Art of Being.
ED 221 244
Kentucky Guidelines for Gifted Education. Revised.
ED 221 014
A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089
Program Access Master Planning Guide.
ED 220 589
Special Education for Handicapped Children Birth to Five.
ED 221 011
State and Federal Programs for Special Student Populations.
ED 220 970
Statewide Guidelines on Program Accessibility for Persons with Disabilities.
ED 220 586
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges.
ED 221 230
Status of Statewide Career Information Delivery Systems.
ED 220 668

State Standards
Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172
Kentucky Guidelines for Gifted Education. Revised.
ED 221 014
A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089
Standards for Standard Setting.
ED 221 594
Survey on Master Teachers.
ED 221 526
Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
ED 221 513

Statewide Course Numbering System
A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089

Statewide Planning
Fee Contingency Plan.
ED 221 246
Fee Contingency Plan Background and Issues.
ED 221 245
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges.
ED 221 230
Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081
Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131
West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Statistical Analysis
Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report.
ED 220 976
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.
ED 221 570
The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Statistics
Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Stereotypes
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

Strength Training
Physiological Effects of Strength Training and Various Strength Training Devices.
ED 221 477//

Stress (Biological)
Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Stress Immunization
Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization.
ED 221 273

Stress Management
Self-Development for Native American Adults.
ED 220 632

Stress Variables
Children & Stress: Helping Children Cope.
ED 221 277
Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''
ED 221 258
Life Skills for Women in Transition.
ED 220 774
Life Skills for Women in Transition: A Workshop Guide.
ED 220 773
Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare Healthy Preschool Children for Hospitalization.
ED 221 273
Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Structural Analysis (Linguistics)
The Development of the Semantic System.
ED 220 886
The Use of Connectives in Community College Textbooks.
ED 220 810

Structural Elements (Construction)
Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.
ED 220 620

Structural Equation Models
State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

Student Adjustment
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978).
ED 221 090

Student Attitudes
Adolescent Perceptions of Parental Persuasive Message Strategies.
ED 220 881
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.
ED 220 762
Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach.
ED 221 335
An Evaluation of the Police Liaison Program. Research Report 81-08.
ED 221 615
Highlights from Student Drug Use in America, 1975-1981.
ED 220 755
In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender Does Gender Affect Minority Students?
ED 221 456
Minority Student Response to the Anthropology of Asian Black Populations. Revised.
ED 221 629

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female. ED 221 436
Perception of Women in Magazine Advertising. ED 220 780
Preservice Teachers: Knowledge & Attitudes about Women. ED 221 521
The Promissory Power of Self-Interest. ED 220 856
Religious Orientation and the Concepts of God Held by University Students. ED 220 757
The Religious Orientation of College Students. ED 220 758
Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights. ED 220 740
Rural Vocational Assessment: Lincoln County, Washington. Final Report. ED 221 316
Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers. ED 220 883
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.) ED 221 115
Student Perceptions of Schooling. ED 221 533
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course. ED 221 142
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary. ED 221 625
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student. ED 221 627
The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students. ED 221 643
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Student Attrition
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology. ED 221 150
Validation of a Theoretical Model of College Dropouts. ED 221 130
What the Secondary Counselor Should Know about College Student Attrition. ED 220 765
Withdrawing/Nonreturning Students at the University of North Dakota. ED 221 098

Student Behavior
Children's Insights into Reading Instruction An Ethnography. ED 220 800
Eliminating Self-Defeating Behaviors: New Group Procedures. ED 220 743
Highlights from Student Drug Use in America, 1975-1981. ED 220 755
The Social Side of Schooling: Ecological Studies of Classrooms and Schools. ED 221 532
Teacher-Student Communication in a Multicultural Classroom. ED 221 493
Wait-Time and Learning in Science. AETS Outstanding Paper for 1981. ED 221 353

Student Characteristics
Aptitude-Treatment Interaction Research: Implications for Physical Education. ED 221 522
Children's Insights into Reading Instruction An Ethnography. ED 220 800
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project. ED 221 516
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work. ED 221 102
Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15. ED 221 367
Investigations in Science Education, Volume 8, Number 3. ED 221 360
Learner Individual Differences and Differentiated Educational Practices. ED 220 782
Learning Never Ends: Need for Lifelong Learning Programs. ED 221 499
Religious Orientation and the Concepts of God Held by University Students. ED 220 757
The Remigration of the Puerto Rican Student as a Factor in School Adjustment. ED 221 639
Student Development on Three Vectors over Four Years. ED 220 736
Student Financial Aid and Persistence in College. ED 221 078
Transporting Handicapped Students: Driver Manual. ED 221 001

Student College Relationship
Student Affairs Communication with Faculty: An Analysis. ED 221 099
Withdrawing/Nonreturning Students at the University of North Dakota. ED 221 098

Student Costs
The College Cost Book, 1982-83. Third Edition. ED 221 116
Costs at U.S. Educational Institutions, 1982/83. ED 221 146
Fee Contingency Plan. ED 221 246
Fee Contingency Plan Background and Issues. ED 221 245

Student Developed Materials
Comprehension of Student Authored versus Published Material. ED 220 796

Student Development
Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979). ED 221 091
Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978). ED 221 090
Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time. ED 221 557
Student Development on Three Vectors over Four Years. ED 220 736
Success as Growth: But Growth Toward What? ED 221 497

Student Development Vectors (Chickering)
Student Development on Three Vectors over Four Years. ED 220 736

Student Educational Objectives
Learning Never Ends: Need for Lifelong Learning Programs. ED 221 499
Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System. ED 220 640
Reverse Transfer Student Study. ED 221 248

Student Evaluation
Affective Outcomes in a Learning for Mastery Setting. ED 220 742
An Analysis of Student Success.'' ED 221 498
Assessment and Non Formal Education: The Philippine Experience. ED 220 570
Developing Objective Criteria for Evaluating Student Athletic Trainers. ED 221 461//
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA. ED 220 644
Evaluating Student Athletic Trainers with Objective Criteria. ED 221 463//
Evaluating Student Clinical Performance. ED 221 462//
Evaluating Trainees in the Counseling Practicum. ED 221 492
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources. ED 220 637
Kindergarten in the 80's: Teachers Handbook. ED 221 303
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms. ED 221 597
The Need for Subjectivity and Objectivity in the Athletic Training Evaluation. ED 221 464//
Profiles of Performance in the Wichita Public Schools, 1980-1981. ED 221 587
Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979). ED 221 077

Student Evaluation of Teacher Performance
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982. ED 221 147

Student Financial Aid
The College Cost Book, 1982-83. Third Edition. ED 221 116
Fee Contingency Plan. ED 221 246
Fee Contingency Plan Background and Issues. ED 221 245
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report. ED 221 149
Financing Medical Education, 1982-1983. ED 221 137
Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982). ED 221 117
Student Financial Aid and Persistence in College. ED 221 078
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs. ED 220 691
1981 Doctorate Recipients from United States Universities. Summary Report. ED 221 134

Student Interests
A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report. ED 220 626

Student Loan Insurance Fund
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress. ED 221 112

Student Loan Programs
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress. ED 221 112
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report. ED 221 149
Financing Medical Education, 1982-1983. ED 221 137

Student Mobility
The Remigration of the Puerto Rican Student as a Factor in School Adjustment. ED 221 639
Special Needs of Students: Essentials for State Planning. ED 220 971
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student. ED 221 627

Student Motivation
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance. ED 220 747
The Promissory Power of Self-Interest. ED 220 856
Reading with a Special Touch. ED 220 798
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks. ED 221 529
Student Financial Aid and Persistence in College. ED 221 078
Study of Georges Valley High School Drop Out Program. ED 220 768
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing. ED 221 573

Student Needs
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report. ED 220 827
Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment. ED 221 039
Language and Culture in Conflict. Problem-Posing in the ESL Classroom. ED 221 043//
Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978). ED 221 076
Technology and the Changing Economics of Education. ED 220 920//
What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981). ED 221 151

Student Organizations
Orientation Guide for New Sales and Marketing Teachers. ED 220 647
Student Vocational Organizations. Inservice Instructional Unit IIG. ED 220 651
A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report. ED 220 626

Student Participation
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.) ED 221 115
Student Vocational Organizations. Inservice Instructional Unit IIG. ED 220 651

Student Personnel Services
Academic Support Services Programs in Higher Education. ED 221 079
Accountability and Standards in Student Affairs. ED 221 260
Student Affairs Communication with Faculty: An Analysis. ED 221 099

Student Personnel Workers
University of Maryland Origins of Publications in Student Personnel Journals. ED 220 756

Student Placement
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better. ED 221 234
Maine Studies ECRI. ED 220 824
Physical Education for Special Populations: Beyond P. L. 94-142. ED 221 515
Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications. ED 221 006
Special Education Preschoolers: Evaluating Their Play. ED 221 004

Student Problems
Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.'' ED 221 258

Student Reaction
The Application of Territoriality: Its Scope and Impact. ED 220 744
A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness. ED 220 807
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks. ED 221 529
Research on the Self-Fulfilling Prophecy and Teacher Expectations. ED 221 530
Response to Literature: Student Questions. ED 220 838

Student Records
Accuracy of Data in a Computerized Student Record System for a Large District. ED 220 963
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA. ED 220 644

Student Recruitment
A Tale of Three Cities: Boston, Birmingham, Hartford. ED 221 109

Student Rights
Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights. ED 220 740

Student Role
Journeys Unlimited. ED 220 877

Student School Relationship
The Regis Plan for Individualization. ED 220 979

Student Teacher Relationship
Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach. ED 221 335
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance. ED 220 747
Student Advisement Guide: An Implementation of the Teacher/Advisor Program. ED 220 734
Student Perceptions of Schooling. ED 221 533
Teachers' Attitudes toward Reading and Their Students' Reading Habits. ED 220 801

Student Teachers
Cognitive Attainment of Learners of Student Teachers Across Two Units of Study. ED 221 525
Pitfalls and Planning in Student Teaching. ED 221 520//
Student Teaching Survival Kit. ED 221 484

Student Teaching
Pitfalls and Planning in Student Teaching. ED 221 520//
A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction. ED 221 524
Student Teaching Survival Kit. ED 221 484

Student Transportation
A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa. ED 220 956//
Transporting Handicapped Students. ED 221 000
Transporting Handicapped Students: Driver Manual. ED 221 001

Study Abroad
Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change). ED 221 037

Study Centers
The Use of Study Centres in Four Distance Education Systems. ED 220 666

Study Guides
How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook. ED 220 616

Study Habits
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748
Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts. ED 221 141

Study Skills
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report. ED 220 827
The Elementary Reading Reference Guide. Revised. ED 220 791
RIM Reading Skills Guide. Revised. ED 220 790

Subject Index Terms
Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual. ED 221 226
Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition. ED 221 173
Treatment of Persian Materials in the National Union Catalog. ED 221 201

Subtraction
Addition and Subtraction. Mathematics-Methods Program Unit. ED 221 337
Syntax and Semantics in Learning to Subtract. ED 221 386

Success
An Analysis of Student Success.'' ED 221 498
Climbing the Career Ladder: A Research Study of Women in School Administration. ED 220 984
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure. ED 220 745
Success as Growth: But Growth Toward What? ED 221 497
Women in Nontraditional Careers (WINC) Curriculum Guide. ED 220 598

Summer Programs
Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979). ED 221 439
Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980). ED 221 440
Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981). ED 221 441
Summer Principals'/Directors' Orientation Training Module. ED 221 326

Summer Science Programs
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual. ED 221 387

Sunshine Act
FCC and the Sunshine Act. ED 220 892

Supervised Farm Practice
Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report. ED 220 608
Core II Materials for Rural Agricultural Programs. Units A-D. ED 220 689
Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report. ED 220 609

Supervisors
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation. ED 220 737

Supreme Court
The Evolution of Libel Law: Who Must Prove What And Why. ED 220 833

Surrogate Parents
Perception of Parent-Child Interaction in Three-Generational Black Family. ED 221 281

Survey of Federal Support to Univs and Colleges
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series. ED 221 110

Survey of Income and Education
Characteristics of Black Postsecondary Students. ED 221 124
Characteristics of Postsecondary Students Twenty-Five Years and Older. ED 221 125
Characteristics of Women Postsecondary Students. ED 221 126

Surveying (Construction)
Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27. ED 220 620

Surveys
A Comparison of Job Development Strategies in Rehabilitation. ED 220 680

Suspension
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study. ED 220 967
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues. ED 220 969
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies. ED 220 787
A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies. ED 220 786
A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report. ED 220 731
A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report. ED 220 730

Sweden
A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum. ED 221 261

Symptoms
Observation of Patient. Instructor's Packet. Learning Activity Package. ED 220 703
Observation of Patient. Learning Activity Package. ED 220 702

Syncope
Syncope. What Is It? Instructor's Packet. Learning Activity Package. ED 220 711
Syncope. What Is It? Learning Activity Package. ED 220 710

Syntactic Complexity
Writeability. ED 220 799

Syntax
Writeability. ED 220 799

Synthesis
Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies. ED 221 595

Systems Analysis
School Libraries and Technology: A Sourcebook. ED 221 178

Talent
Evaluation of the Gifted and Talented Program, 1980-81. ED 221 010

Talent Identification
Evaluation of the Gifted and Talented Program, 1980-81. ED 221 010
Kentucky Guidelines for Gifted Education. Revised. ED 221 014

Task Analysis
Individual Differences and Time-Sharing Ability: A Critical Review and Analysis. ED 221 550

Tax Credits
The Effect of Tuition Tax Credits on Urban Schools. ED 221 641

Tax Limitations
Tax Limitations in Massachusetts. ED 220 983

Tax Rates
Tax Limitations in Massachusetts. ED 220 983

Taxes
A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation. ED 220 955//
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area. ED 221 140
Estimating the Economic Impact of Vermont Institutions on Their Local Economies. ED 221 122
Tax Limitations in Massachusetts. ED 220 983

Teacher Administrator Relationship
Effects of Principal Interventions on Teachers during the Change Process. ED 220 959
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation. ED 221 543
What Do Principals Do to Facilitate Change: Their Interventions. ED 220 962
Working in High Schools: Inside Views of the Organization. ED 220 974

Teacher Aides
Homebound/Cluster-A.B.E./ Special Demonstration Project-309. ED 220 607

Teacher Attitudes
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty. ED 221 494
Beyond the Status Quo: Merging Feminist Studies with Teacher Education. ED 221 514
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language. ED 220 844
An Evaluation of the Police Liaison Program. Research Report 81-08. ED 221 615
Integration Implementation Instruction Improved Writing Skills. ED 220 850
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review. ED 221 510
Nursery School Education in Nigeria: Impact on Families and Society. ED 221 275
Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 220 674
Research on the Self-Fulfilling Prophecy and Teacher Expectations. ED 221 530
Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights. ED 220 740
Student Affairs Communication with Faculty: An Analysis. ED 221 099
Teachers' Attitudes toward Reading and Their Students' Reading Habits. ED 220 801
When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261. ED 220 805

Teacher Behavior
Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education. ED 221 523
Theoretical Definition of Instructor Role in Computer-Managed Instruction. ED 221 156
Wait-Time and Learning in Science. AETS Outstanding Paper for 1981. ED 221 353

Teacher Burnout
Urban Teacher Stress: A Critical Literature Review. ED 221 611

Teacher Centers
Images of a Rural Teacher Center. ED 221 487

Teacher Certification
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE. ED 221 518
The State of the Art of Teacher Certification Testing. ED 221 578
Status of Teacher Personnel in Utah, 1981-82. ED 221 545
Teacher Certification in Consortium-Based Teacher Education. ED 221 542
Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards. ED 221 513

Teacher Characteristics
Status of Teacher Personnel in Utah, 1981-82. ED 221 545

Teacher Developed Materials
A Guide for Authoring and Programming Computer-Assisted Instruction. ED 220 661

Teacher Dismissal
Evidence Law for Teacher Employment Termination Hearings. ED 220 952//

Teacher Education
Beyond the Status Quo: Merging Feminist Studies with Teacher Education. ED 221 514
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project. ED 221 516
Investigations in Science Education, Volume 8, Number 3. ED 221 360
Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs. ED 221 032//
Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979). ED 221 370
Recruitment, Selection and Retention: The Shape of the Teaching Force. ED 221 541
Status of Teacher Personnel in Utah, 1981-82. ED 221 545

Teacher Education Programs
Follow-up Studies of Teacher Education Program Graduates. ED 221 544
Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response. ED 221 512

Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
ED 221 513

Teacher Effectiveness
Aptitude-Treatment Interaction Research: Implications for Physical Education.
ED 221 522
Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.
ED 221 525
Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.
ED 221 605
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148
In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456
Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.
ED 220 575
Methods for Successfully Teaching Student Athletic Trainers.
ED 221 466//
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.
ED 221 597
Personnel Selection in Texas Public Schools.
ED 220 950//
Programs of School Improvement: An Overview.
ED 221 536
Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).
ED 221 250
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147
Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.
ED 221 523
Teaching Functions in Instructional Programs.
ED 221 538

Teacher Employment
The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.
ED 221 491
Status of Teacher Personnel in Utah, 1981-82.
ED 221 545

Teacher Evaluation
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation.
ED 221 543
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518
Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching.
ED 221 590
The State of the Art of Teacher Certification Testing.
ED 221 578
Working in High Schools: Inside Views of the Organization.
ED 220 974

Teacher Guidance
Student Advisement Guide: An Implementation of the Teacher/Advisor Program.
ED 220 734

Teacher Improvement
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641
Effects of Principal Interventions on Teachers during the Change Process.
ED 220 959
Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs.
ED 221 455

Teacher Influence
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.
ED 221 529
Teachers' Attitudes toward Reading and Their Students' Reading Habits.
ED 220 801

Teacher Orientation
Student Teaching Survival Kit.
ED 221 484

Teacher Participation
Collaborative Research.
ED 221 531
Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528

Teacher Qualifications
Survey on Master Teachers.
ED 221 526

Teacher Recruitment
Recruitment, Selection and Retention: The Shape of the Teaching Force.
ED 221 541

Teacher Response
Learner Individual Differences and Differentiated Educational Practices.
ED 220 782
Research on the Self-Fulfilling Prophecy and Teacher Expectations.
ED 221 530
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

Teacher Responsibility
A Concern for Professionalism.
ED 221 237
Forging Links.
ED 220 845
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.
ED 220 606
Vocational Resource Educator Handbook.
ED 220 622

Teacher Role
Children & Stress: Helping Children Cope.
ED 221 277
Constructivist Education: A Direction for the Twenty-First Century.
ED 221 297
Facilitating Creative Thought through Object Play in Young Children.
ED 221 301
Forging Links.
ED 220 845
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.
ED 221 510
Involving Parents in Your School Parents and Teachers Together!
ED 221 289
Journeys Unlimited.
ED 220 877
Kindergarten in the 80's: Teachers Handbook.
ED 221 303
Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821
Physical Education for Special Populations: Beyond P. L. 94-142.
ED 221 515
Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674
Reading Assignments across the Curriculum.
ED 220 793
Theoretical Definition of Instructor Role in Computer-Managed Instruction.
ED 221 156
Vocational Resource Educator Handbook.
ED 220 622
When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Teacher Salaries
A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80.
ED 220 957//
Survey on Master Teachers.
ED 221 526

Teacher Selection
Personnel Selection in Texas Public Schools.
ED 220 950//

Teacher Shortage
Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.
ED 221 356

Teacher Supervision
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation.
ED 221 543

Teacher Supply and Demand
Status of Teacher Personnel in Utah, 1981-82.
ED 221 545

Teacher Workshops
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502
Faculty Development Program in Writing across the Curriculum.
ED 220 852
Making Changes in Writing Programs for High School Teachers across the Curriculum.
ED 220 842
Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II.
ED 221 430
Why Teach Population Education?
ED 221 431

Teachers
The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.
ED 221 491
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535
Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44.
ED 220 988//

Teaching Conditions
Teaching, Testing, and Technology: English in the Eighties.
ED 220 840

Teaching Guides
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342
Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345
User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Teaching Load
Working in High Schools: Inside Views of the Organization.
ED 220 974

Teaching Methods
Basic Listening Skills.
ED 220 894
Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.
ED 221 015
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.
ED 220 841
Cultural Orientation Resource Manual, Volume II.
ED 221 071
Facilitating Creative Thought through Object Play in Young Children.
ED 221 301
Group Games in Early Education: Implications of Piaget's Theory.
ED 221 294
A Guide to Teaching Creative Writing: Poetry.
ED 220 864
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
A Guide to Writing Local History.
ED 220 862
HELP. Handbook for English Language Paraprofessionals.
ED 220 658
Improving Minority Students' Competencies: Strategies in Selected Colleges.
ED 221 145
Involving Parents in Your School Parents and Teachers Together!
ED 221 289
Journeys Unlimited.
ED 220 877
The Law-Focused Education Movement.
ED 221 422
Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821
Methods for Successfully Teaching Student Athletic Trainers.
ED 221 466//
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.
ED 221 632
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.
ED 221 387
Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).
ED 221 250
Reading and Comprehension.
ED 220 819
Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).
ED 221 355
Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361
The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//
Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series.
ED 221 019//
Spontaneity and Imagination in Drama: An Investigation.
ED 220 878
Successful School Series.
ED 221 640
Teaching Functions in Instructional Programs.
ED 221 538
When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860
Young Children: A New Target for Public Fire Education.
ED 221 375

Teaching Models
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849

Teaching Skills
Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching.
ED 221 590
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996
Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669
Teaching Teachers to Question Questions.
ED 221 496

Teaching Styles
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.
ED 221 529

Technical Assistance
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567
Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.
ED 221 566
Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.
ED 221 565
Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.
ED 221 568
Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
ED 221 569
The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Technical Education
Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679
Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
ED 221 370

Technical Institutes
CUNY Tech Continuing Education Annual Report. 1981-1982.
ED 221 243

Technical Occupations
Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Technical Writing
Business Communication and Leading Executives in the U.S.
ED 220 906

Technological Advancement
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726
Congressional Perspectives on Information Technology.
ED 220 917//
Educational Technology The Congressional Perspective.
ED 220 919//
The Influence of Instructional Technology on Education: Certainties and Possibilities.
ED 220 948//
Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982).
ED 221 083
New England's Vital Resource: The Labor Force.
ED 221 074
Strategic Planning for Community Services and Continuing Education.
ED 221 249
Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).
ED 220 916
Technology and Humanism Are They Compatible?
ED 220 946//

Technology
Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114
Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.
ED 221 364
Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).
ED 221 370
Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

Telecommunications
The Central Educational Network's Postsecondary Service.
ED 220 936//
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726
Curricular Dimensions of Broadcast Education.
ED 220 884
A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.
ED 221 196
Public Telecommunications Policies and Education's Options.
ED 220 922//

Telecourses
Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility.
ED 220 889
Coming Together Public Television and Higher Education.
ED 221 128
New Public Broadcasting Programs and Services.
ED 220 924//
Seminole Community College Working with Twenty-Seven Other Institutions.
ED 220 939//
West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Television
Curriculum's Technology Lag (Curricula and Television Literacy).
ED 220 941//

Television Commercials
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Television Literacy
Curriculum's Technology Lag (Curricula and Television Literacy).
ED 220 941//

Television Research
The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.
ED 220 831
Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Television Viewing
Media Embedded Interactions.
ED 220 887
The Relationship between Active Viewing of Different Television Content Types and Individual Perception of a Mean World.
ED 220 831
Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883
Who Flies, Who Cries? Children's Understanding of People from Television and Real Life.
ED 221 267

Temperature
Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.
ED 220 713
Temperature, Pulse, and Respiration. Learning Activity Package.
ED 220 712

Territoriality
The Application of Territoriality: Its Scope and Impact.
ED 220 744

Test Bias
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.
ED 221 560
Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy.
ED 221 563
Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Test Coaching
How to Apply for the Professional Counselor License.
ED 220 771
Professional Counselors Licensure Preparation Study Session Booklet.
ED 220 772

Test Construction
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558
Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5.
ED 221 562
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening.
ED 221 270
The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.
ED 221 570

Test Format
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871

Test Interpretation
Criterion-Referencing of Performance by Latent-Trait Scaling.
ED 221 547
Dilemmas in Diagnosis.
ED 221 027//
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558
Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.
ED 221 584
Self-Validation of Computerized Personality Descriptions.
ED 220 751
Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Test Items
How to Apply for the Professional Counselor License.
ED 220 771
Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556
Professional Counselors Licensure Preparation Study Session Booklet.
ED 220 772

Test Manuals
Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5.
ED 221 562
Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Test Reliability
Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy.
ED 221 563
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.
ED 221 234
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.
ED 221 573

Test Results
Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1.
ED 221 589
Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587
Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.
ED 221 592
The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Test Selection
Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.
ED 221 591
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567

Test Use
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637
Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.
ED 221 584
Looking Ahead in Educational Testing and Assessment.
ED 221 599
Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Test Validity
Aptitude-Treatment Interaction Research: Implications for Physical Education.
ED 221 522
Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.
ED 221 591
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518
Self-Validation of Computerized Personality Descriptions.
ED 220 751

Testing
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//
Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023
Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs.
ED 221 032//
Language Proficiency Assessment: Issues and Definitions.
ED 221 028//
Language Proficiency Assessment: Research Findings and Their Application.
ED 221 025//
The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//
Sociolinguistic Foundations of Language Assessment.
ED 221 024//
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.
ED 221 573

Testing Legislation
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes.
ED 221 561

Testing Problems
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.
ED 221 560
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040

Testing Programs
Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.
ED 221 591
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.
ED 221 234
Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.
ED 221 584
Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587
Reading Diagnosis: Informal Reading Inventories.
ED 220 816//
Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.
ED 221 592
The Role of Evaluation and Plans for Evaluating the Current Testing Program.
ED 221 581

Tests
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518

Texas
The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239
Listening Instruction in Texas Institutions of Higher Education.
ED 220 897
Online Retrieval Systems Users Survey from Texas.
ED 221 221
Personnel Selection in Texas Public Schools.
ED 220 950//

Texas Assessment of Basic Skills
Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.
ED 221 584

Text Structure
Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803
Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

Textbook Bias
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834

Textbook Content
The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809
The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.
ED 221 442

Textbook Preparation
Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978).
ED 221 155
Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152
What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Textbook Research
The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834
Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

Textbooks
Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342
The Use of Connectives in Community College Textbooks.
ED 220 810

Theater Arts
Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility. ED 220 889
Drama and Theatre: A Shared Role in Learning. ED 220 875
Interpreters Theatre as Confirmed by New York Productions. ED 220 893

Theory Practice Relationship
Spontaneity and Imagination in Drama: An Investigation. ED 220 878

Thesauri
Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition. ED 221 173

Third World
United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference. ED 221 446

Time Factors (Learning)
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01. ED 221 042
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time. ED 220 965

Time Sharing Ability
Individual Differences and Time-Sharing Ability: A Critical Review and Analysis. ED 221 550

Tinto (V)
Validation of a Theoretical Model of College Dropouts. ED 221 130

Title I Evaluation and Reporting System
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects. ED 221 579

Track System (Education)
A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study. ED 220 968

Trade and Industrial Education
Generic Skills. Keys to Job Performance. ED 220 578
Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations. ED 220 576
Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations. ED 220 577
Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25. ED 220 619

Trademarks
Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981). ED 221 227

Trainers
Athletic Training Education at the Crossroads. ED 221 458//
Developing Objective Criteria for Evaluating Student Athletic Trainers. ED 221 461//
Evaluating Student Athletic Trainers with Objective Criteria. ED 221 463//
Evaluating Student Clinical Performance. ED 221 462//
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer. ED 221 471//
Implementing a Clinical Experience for Student Trainers. ED 221 459//
Implications of Tissue Healing to Treatment. ED 221 474//
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations. ED 221 472//
Liability, Athletic Equipment, and the Athletic Trainer. ED 221 481//
Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association. ED 221 482//
Methods for Successfully Teaching Student Athletic Trainers. ED 221 466//
The Need for Subjectivity and Objectivity in the Athletic Training Evaluation. ED 221 464//
Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980). ED 221 457//
A Proposed Athletic Training Curriculum Design. ED 221 467//
Strength Training: Program Organization and Proper Neck Development. ED 221 478//
The Student Trainer Clinical Experience at Lock Haven State College. ED 221 460//

Training
P.A.C. Training Guide   Guia de Entrenamiento. ED 221 327

Training Methods
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981. ED 220 600
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 389
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 390
A Comparative Study of Teaching Typing Skills on Microcomputers. ED 220 597
Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 391
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 392
Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262. ED 220 820
Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 393
Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 394
New Directions for Training Technology. ED 220 947//
Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 395
Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 396
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 398
Quality Circles: Implications for Training. Information Series No. 243. ED 220 725
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 397
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 399
Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 400
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook. ED 221 401
A Training Guide for Peer Group Counselors. Revised. ED 220 763
Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook. ED 221 402

Transcription
Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 582

Transcutaneous Electrical Nerve Stimulation
Transcutaneous Electrical Nerve Stimulation: Research Update. ED 221 475//

Transfer of Training
Affective Outcomes in a Learning for Mastery Setting. ED 220 742
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981. ED 220 600
Generic Skills. Keys to Job Performance. ED 220 578
Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse). ED 221 038

Transfer Policy
An Assessment of the Chicago Board of Education's Desegregation Plan. ED 221 620
Community College/University Articulation Policy. ED 221 242

Transfer Students
The Remigration of the Puerto Rican Student as a Factor in School Adjustment. ED 221 639
The Status of School Credit Transfer and Education of Migrant Students in Fifty States. ED 220 978
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student. ED 221 627

Transformational Geometry
Transformational Geometry. Mathematics-Methods Program Unit. ED 221 341

Transformations (Mathematics)
Transformational Geometry. Mathematics-Methods Program Unit. ED 221 341

Transitional Bilingual Education
Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models. ED 221 051

Trend Analysis
Strategic Planning for Community Services and Continuing Education. ED 221 249

Tribally Controlled Comm Coll Assist Act 1978
Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 221 238

Truancy
The Effects of Contingency Management as a Means of Reducing Truancy. ED 221 642

Trustees
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981. ED 221 255

Trusts (Financial)
The Costs and Benefits of Deferred Giving. ED 221 118//
An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition. ED 221 138

Truth in Testing Legislation
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes. ED 221 561

Tuition
Costs at U.S. Educational Institutions, 1982/83. ED 221 146
Fee Contingency Plan. ED 221 246
Fee Contingency Plan Background and Issues. ED 221 245
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs. ED 220 691

Tuition Grants
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs. ED 220 691

Turkey (Ankara)
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara. ED 221 626

Turnaround Time
Interlibrary Loan Time and Motion Study, Colorado Western Slope. ED 221 191

Tutorial Programs
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College. ED 221 252

Tutoring
Evaluation of Two Alternatives Programs for Junior High School Students. ED 221 606
HELP. Handbook for English Language Paraprofessionals. ED 220 658
Usng Low Achievers to Tutor Reading and Mathematics. ED 221 003

Tutors
Horry County Reading Crusade. Final Evaluation Report, 1981-82. ED 221 315

Two Way Television
School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report. ED 221 160

Two Year College Students
Bibliographic Instruction at Moraine Valley Community College: A Position Paper. ED 221 185
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance. ED 220 748
The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance. ED 220 747
Oregon Community College Tables, 1966-1981. ED 221 259

Typewriting
Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I. ED 220 581
A Comparative Study of Teaching Typing Skills on Microcomputers. ED 220 597

Underachievement
Usng Low Achievers to Tutor Reading and Mathematics. ED 221 003

Undergraduate Students
An Approach to Library Research for the Part-Time Undergraduate Student. ED 221 182
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty. ED 221 494
Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81. ED 221 236

Undergraduate Study
The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs. ED 221 455

Unemployment Insurance
A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation. ED 220 955//
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study. ED 220 602

Unesco
Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report. ED 220 874

Unit of Analysis Problems
Empirical Studies of Multilevel Approaches to Test Development and Interpretation. ED 221 558
Multilevel Properties of Test Items: An Exploratory Study. ED 221 556
Regression Based Analyses of Multilevel Education Data. ED 221 555

United Methodist Church
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile. ED 221 133

United States
The Institutional Research Director: Professional Development and Career Path. ED 221 143
Migrant Farmworkers and Their Attachment to Farmwork. ED 221 330
Toward a Regional Geography of Renewable Electrical Energy Resources. ED 221 406
United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference. ED 221 446
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377

United States (South)
Improving Minority Students' Competencies: Strategies in Selected Colleges. ED 221 145
Leisure Time Use in the South: A Secondary Analysis. ED 221 435
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project. ED 220 612

United States (Southwest)
Policy-Related Research on Women in the Southwest. ED 221 428

United States History
United States History Curriculum Guide. Grade 11. ED 221 411

Units of Study
Electricity. A Bilingual Text   Electricidad. Un Texto Bilingue. ED 220 567
Machine Shop Fundamentals: Part I. ED 220 638
Metalworking. A Bilingual Text   Trabajo en Metal. Un Texto Bilingue. ED 220 568
Woodworking. A Bilingual Text   Carpinteria. Un Texto Bilingue. ED 220 569

Universities
The Research Universities and Their Patrons. ED 221 088//

University of Idaho
Video Outreach Graduate Program. ED 221 113

University of Maryland College Park
University of Maryland Origins of Publications in Student Personnel Journals. ED 220 756

University of Montevallo AL
The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field. ED 220 855

University of New Mexico
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.) ED 221 115

University of North Alabama
The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library. ED 221 167

University of North Dakota Grand Forks
Student Affairs Communication with Faculty: An Analysis. ED 221 099
Withdrawing/Nonreturning Students at the University of North Dakota. ED 221 098

University of Redlands CA
Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program. ED 221 085//

University of Wisconsin
Academic Support Services Programs in Higher Education. ED 221 079

Urban American Indians
Urban Indians: Patterns and Transformations. ED 221 329

Urban Areas
NIE Roundtable on Urban Reading. Final Report. ED 220 794
The Use of Local Parks by Older Residents of Urban Areas. ED 221 488
Volunteers in Vocational Education. Field Test Report. ED 220 655

Urban Population
Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family. ED 221 320

Urban Schools
A Tale of Three Cities: Boston, Birmingham, Hartford. ED 221 109

Urban Youth
NIE Roundtable on Urban Reading. Final Report. ED 220 794

Use Studies
Developing Mental Health Delivery Systems for the Urban Bilingual/Bicultural Family. ED 221 320
Evaluating the Use of Technology in Education. ED 220 929//
Online Retrieval Systems Users Survey from Texas. ED 221 221
A Survey of the Cataloging in Publication Program. Final Report. ED 221 215
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report. ED 220 611

User Aids
Automatic Construction of Explanation Networks for a Cooperative User Interface. ED 221 213

User Satisfaction (Information)
Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources. ED 220 664
Survey of Career Information Systems in Secondary Schools. Final Report of Study 1. ED 220 663

Users
Defining Information Needs of Computer Users: A Human Communication Problem. ED 221 189

USSR
Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books. ED 221 154
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51. ED 221 377

Utah
Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51. ED 221 309
Status of Teacher Personnel in Utah, 1981-82. ED 221 545

Validated Programs
Teaching Functions in Instructional Programs. ED 221 538
Validated School Business Practices That Work. Volume III: Sharing Business Success. ED 220 910

Validity
An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education. ED 220 811
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982. ED 221 147

Value Added Model
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects. ED 221 579

Values
An Analysis of   Student Success.'' ED 221 498
Religious Orientation and the Concepts of God Held by University Students. ED 220 757
Self-Development for Native American Adults. ED 220 632

Values Clarification
Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6. ED 220 572
Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3. ED 220 571
The Personal Development Seminar: Probing Disciplinary Perspectives. ED 220 851
The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students. ED 221 643

Values Education
Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982). ED 221 083
Moral Education and the Curriculum Process: A Case Study of Jamaica. ED 221 409

Vasconcelos (Jose)
Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage. ED 221 322

Verbal Communication
If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper. ED 221 443
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature. ED 220 873

Verbal Stimuli
Effects of Verbal and Visual Elaborations on Concept Learning. ED 221 549

Vermont
Estimating the Economic Impact of Vermont Institutions on Their Local Economies. ED 221 122

Vertical Files
The Vertical File in the Libraries of the City University of New York: A Survey. ED 221 216

Veterans Education
Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session. ED 220 686

Veterinary Assistants
Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720

Victims of Crime
Elderly Multiple Victims: More Frequent than Commonly Thought? ED 220 760

Videotape Cassettes
Video Outreach Graduate Program. ED 221 113

Videotex
Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19. ED 221 210

Virgin Islands
A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands. ED 221 596

Virginia
The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges. ED 221 239
How to Apply for the Professional Counselor License. ED 220 771
Professional Counselors Licensure Preparation Study Session Booklet. ED 220 772

Vision
Vision Research for Flight Simulation. Final Report. ED 220 599

Visual Displays
Vision Research for Flight Simulation. Final Report. ED 220 599

Visual Impairments
Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books. ED 221 154
Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20. ED 221 211

Visual Literacy
Curriculum's Technology Lag (Curricula and Television Literacy). ED 220 941//

Visual Stimuli
Effects of Verbal and Visual Elaborations on Concept Learning. ED 221 549

Visualization
Improving Comprehension with Mental Imagery. ED 220 818

Vocabulary
Belizean Creole: Glossary. Peace Corps Language Handbook Series. ED 221 017
Writeability. ED 220 799

Vocabulary Development
The Elementary Reading Reference Guide. Revised. ED 220 791
Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition. ED 221 173
RIM Reading Skills Guide. Revised. ED 220 790

Vocational Education
Admissions Handbook. Missouri Vocational-Technical Programs. ED 220 625
Admissions Model. Missouri Vocational-Technical Programs. ED 220 624
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV. ED 220 633
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design. ED 220 670
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report. ED 220 827
Audio-Tutorial Horticulture Learning Units. Final Report. ED 220 610
Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System. ED 220 613
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82. ED 220 627
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH. ED 220 717
Effective Classroom Communication. Inservice Instructional Unit VIIA. ED 220 643
Electricity. A Bilingual Text   Electricidad. Un Texto Bilingue. ED 220 567
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA. ED 220 644
Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA. ED 220 645
Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota. ED 220 635
Fostering Success of Non-Traditional Students. ED 221 495
A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project. ED 220 594
Handbook of Community Resources for Classroom Use. ED 220 646
How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook. ED 220 616
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources. ED 220 637
The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications. ED 220 685
Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. ED 220 659
Metalworking. A Bilingual Text   Trabajo en Metal. Un Texto Bilingue. ED 220 568
Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2. ED 220 720
A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82. ED 220 634
Rural Vocational Assessment: Lincoln County, Washington. Final Report. ED 221 316
Secondary Vocational Education, Basic Skills, and Employment. Revised. ED 220 617
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors. ED 220 673
State Level Perspectives on Research Programming for the 1980's: A North Carolina View. ED 220 618
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges. ED 221 230
Student Vocational Organizations. Inservice Instructional Unit IIG. ED 220 651
A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report. ED 220 626
A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report. ED 220 623
TAFE Projects in Progress. No. 1. ED 220 657
Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit. ED 220 650
Testing of a Program Evaluation Model: Final Report. ED 221 240

Update on Research on the Humanities in Community Colleges.
ED 221 231
Vocational Education for the Handicapped. Inservice Instructional Unit IA.
ED 220 652
Vocational Resource Educator Handbook.
ED 220 622
Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656
Volunteers in Vocational Education. Field Test Report.
ED 220 655
Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue.
ED 220 569
Working with Vocational Advisory Committees. Inservice Instructional Unit.
ED 220 653

Vocational Education Amendments 1976
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.
ED 220 673

Vocational Education Teachers
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641
Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642
Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675
Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648
Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
ED 220 649
Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669

Vocational English as a Second Language
Machine Shop Fundamentals: Part I.
ED 220 638

Vocational Followup
Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635
The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
ED 220 595
Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688
The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
ED 220 649

Vocational Rehabilitation
A Comparison of Job Development Strategies in Rehabilitation.
ED 220 680
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Vocational Resource Educators
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report.
ED 220 611
Vocational Resource Educator Handbook.
ED 220 622

Voluntary Desegregation
Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621
Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

Volunteers
Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656
Volunteers in Vocational Education. Field Test Report.
ED 220 655

Voting
Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers.
ED 221 426
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.
ED 220 951//

Vowels
Dynamic Articulation of Vowels.
ED 220 885

Wages
The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.
ED 220 595

Wait Time
Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Washington
An Analysis of Administrator Perceptions Concerning the Impact of the 1977 Basic Education Act as Amended.
ED 220 991//
ESEA Title IV-B Impact. Washington State Dissemination Report.
ED 220 981
Humanities and the Art of Being.
ED 221 244
The Preparation and Certification of Early Childhood Personnel: A Position Statement.
ED 221 288

Washington (Lincoln County)
Rural Vocational Assessment: Lincoln County, Washington. Final Report.
ED 221 316

Washington State Comm Coll Humanities Project
Humanities and the Art of Being.
ED 221 244

Waste Disposal
Prudent Practices for Handling Hazardous Chemicals in Laboratories.
ED 221 362//

Waste Water
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390
Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392
Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393
Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394
Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395
Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 398
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399
Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401
Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 402
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.
ED 221 352

Water
Salt, Water, and Athletes.
ED 221 480//

Water Quality
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.
ED 221 352

Water Resources
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.
ED 221 352

Water Supply
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384

Water Treatment
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390
Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391
Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392
Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393
Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394
Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395
Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396
Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 398
Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397
Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399
Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400
Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401
Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 402
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.
ED 221 352

Wave Propagation
Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621

Wayne State University MI
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.
ED 221 101

Weather
Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

Weightlifting
Strength Training: Program Organization and Proper Neck Development.
ED 221 478//

Welding
Diesel Mechanics: Fundamentals.
ED 220 629
Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.
ED 220 619

Welfare Services
Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare.
ED 221 299

Well Being
A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

West Germany
On Some Trends in German Mathematics Education.
ED 221 372

West Virginia
West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Western Civilization
The Enlightenment and Due Process of Law.
ED 221 447
Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Westernization
To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.
ED 221 618

Whites
Black Feminism and Race Uplift,'' 1890-1900. Working Paper.
ED 221 445
The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.
ED 221 630

Wichita Public Schools KS
Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587

William Paterson State College NJ
Collection Development Policy.
ED 221 186

Wisconsin
Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613
A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Wisconsin Writing Project
When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Within Group Slopes
The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Women Faculty
Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Womens Education
Characteristics of Women Postsecondary Students.
ED 221 126
Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

Womens Studies
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.
ED 221 614
Natalie Clifford Barney: An Annotated Bibliography.
ED 220 847

Woodworking
Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue.
ED 220 569

Word Processing
Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

Word Recognition
The Elementary Reading Reference Guide. Revised.
ED 220 791
RIM Reading Skills Guide. Revised.
ED 220 790
When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Word Study Skills
Reading and Comprehension.
ED 220 819

Work Attitudes
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance.
ED 220 748
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.
ED 221 235
Occupational Sex Roles and Occupational Prestige.
ED 220 767
Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832

Work Environment
Families That Work: Children In a Changing World.
ED 221 631//
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.
ED 221 235

Work Life Expectancy
From High School to Adulthood: A Survey of South Carolina Young People.
ED 221 321

Work Sample Tests
How to Apply for the Professional Counselor License.
ED 220 771

Work Study Programs
Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.
ED 221 149

Workshops
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567
Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.
ED 221 566
Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.
ED 221 565
Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.
ED 221 568
Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
ED 221 569
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.
ED 220 627
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973
Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648
A Report of the Annual High School Workshop on Managing Hawaii's Future (5th).
ED 221 373

Writing (Composition)
The Application of Holistic Grading in an ESL Writing Program.
ED 221 044
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.
ED 220 844
A Seminar in Rhetoric and the Humanities: Rationale and Structure.
ED 220 854
Writeability.
ED 220 799

Writing across the Curriculum
Faculty Development Program in Writing across the Curriculum.
ED 220 852
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
Integration Implementation Instruction Improved Writing Skills.
ED 220 850
Making Changes in Writing Programs for High School Teachers across the Curriculum.
ED 220 842
Modern British and American Literature: A View through Writing and the Disciplines.
ED 220 857
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252

Writing Evaluation
The Application of Holistic Grading in an ESL Writing Program.
ED 221 044
The Effect of Handwriting on Teachers' Grading of High School Essays.
ED 220 836
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871
A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.
ED 220 829
Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2.
ED 221 588
Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.
ED 220 828
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860

Writing Exercises
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.
ED 220 841
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
The Promissory Power of Self-Interest.
ED 220 856
A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.
ED 220 829

Writing Instruction
Community College of Philadelphia A Humanities Component Collaboration The 4 C's in Kensington High School.
ED 220 853
Computer-Based Practice in Editing.
ED 220 869
Computer Instruction on Generating Ideas for Writing Description.
ED 220 868
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.
ED 220 841
Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.
ED 221 057
The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field.
ED 220 855
Faculty Development Program in Writing across the Curriculum.
ED 220 852
A Guide to Teaching Creative Writing: Poetry.
ED 220 864
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
A Guide to Writing Local History.
ED 220 862
Integration Implementation Instruction Improved Writing Skills.
ED 220 850
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.
ED 220 858
Making Changes in Writing Programs for High School Teachers across the Curriculum.
ED 220 842
Modern British and American Literature: A View through Writing and the Disciplines.
ED 220 857
On Reading and Writing. Iowa Monograph.
ED 220 806
The Personal Development Seminar: Probing Disciplinary Perspectives
ED 220 [illegible]1
The Promissory Power of Self-Interest.
ED 220 8[illegible]
Reading with a Special Touch.
ED 220 798
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252
A Seminar in Rhetoric and the Humanities: Rationale and Structure.
ED 220 854
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.
ED 221 232
When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860

Writing Processes
Computer Instruction on Generating Ideas for Writing Description.
ED 220 868
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.
ED 220 841
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.
ED 220 844
The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field.
ED 220 855
A Guide to the Teacher's Role in the Writing Program.
ED 220 865
Revision Strategies of Student Writers and Experienced Adult Writers.
ED 220 839
Rhetoric, Alchemy and Heuristic Procedures: Some Epistemological Questions.
ED 220 861
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860

Writing Readiness
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.
ED 220 837
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Writing Research
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.
ED 220 837
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.
ED 220 844
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871
Revision Strategies of Student Writers and Experienced Adult Writers.
ED 220 839

Writing Skills
Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.
ED 221 057
On Reading and Writing. Iowa Monograph.
ED 220 806
A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.
ED 220 829
Revision Strategies of Student Writers and Experienced Adult Writers.
ED 220 839
Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.
ED 220 828

Young Adults
From High School to Adulthood: A Survey of South Carolina Young People.
ED 221 321

Young Children
Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287
Facilitating Creative Thought through Object Play in Young Children.
ED 221 301
Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.
ED 221 187
Play Therapy with the Nonverbal.
ED 221 280
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Youth
Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982.
ED 221 634

Youth Employment
Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982.
ED 221 634

Youth Opportunities
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Youth Problems
Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.
ED 220 783
Highlights from Student Drug Use in America, 1975-1981.
ED 220 755
Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

Youth Programs
Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982.
ED 221 634

Yugoslavia
The Educational System of Yugoslavia. Education around the World.
ED 221 454

Zero Base Budgeting
Zero-Base Budgeting: A Management Tool for School Districts.
ED 220 907

Abe, Daniele

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).

ED 221 034

Achilles, Charles M.

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.

ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.

ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.

ED 220 969

Ackerman, Phillip L.

Individual Differences and Time-Sharing Ability: A Critical Review and Analysis.

ED 221 550

Adams, E. Kathleen

A Changing Federalism: The Condition of the States.

ED 220 915

Adolf, Jane W.

Emotional Consequences of Child Abuse: The Attachment Relationship.

ED 221 295

Ahart, Gregory J.

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.

ED 220 753

Akinsanya, Sherrie K.

Nursery School Education in Nigeria: Impact on Families and Society.

ED 221 275

Aleamoni, Lawrence M.

Instructional Improvement in the College Classroom.

ED 221 465//

Alexander, E. Curtis

African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''.

ED 221 418

Allen, Daniel S.

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.

ED 221 196

Allard, Sandra

Cross, Patricia H.
Student Financial Aid and Persistence in College.
ED 221 078

Crowell, Mayme
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Crowley, Michael
National Patterns of Science and Technology Resources 1981.
ED 221 363

Cunneen, James
In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456

Cureton, Judy C.
Listening Instruction in Texas Institutions of Higher Education.
ED 220 897

Dale, Peter
Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition.
ED 221 173

Danko, Maribeth
The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants.
ED 221 292

Danks, Joseph H.
Comprehension of Metaphors: Priming the Ground.
ED 220 812

Davis, E. Leta
The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.
ED 221 073

Davis, J. Kent
Toward an Information Processing Analysis of Field-Independence.
ED 221 551

Dayley, Jon P.
Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
ED 221 016
Belizean Creole: Glossary. Peace Corps Language Handbook Series.
ED 221 017
Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.
ED 221 015

Debs, M. B.
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.

Herzog, John D.
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.
ED 221 623

Heywood, John
Pitfalls and Planning in Student Teaching.
ED 221 520//

Hickey, John J.
Culture Theory in Geography.
ED 221 424

Hiett, Atherton
A Comparison of Job Development Strategies in Rehabilitation.
ED 220 680

Higgins, Bryan
Urban Indians: Patterns and Transformations.
ED 221 329

Hildebrandt, Herbert W.
Business Communication and Leading Executives in the U.S.
ED 220 906

Hill, Susan
Characteristics of Black Postsecondary Students.
ED 221 124

Characteristics of Postsecondary Students Twenty-Five Years and Older.
ED 221 125

Characteristics of Women Postsecondary Students.
ED 221 126

Hilliard, Robert L.
Curriculum's Technology Lag (Curricula and Television Literacy).
ED 220 941//

Hime, Kirsten
Blood Pressure. Instructor's Packet. Learning Activity Package.
ED 220 693

Blood Pressure. Learning Activity Package.
ED 220 692

Oral Hygiene. Instructor's Packet. Learning Activity Package.
ED 220 705

Oral Hygiene. Learning Activity Package.
ED 220 704

Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package.
ED 220 707

Shock & Anaphylactic Shock. Learning Activity Package.
ED 220 706

Hishimura, Yukihiko
The Development of Secondary Education in Japan after World War II.
ED 221 437

Hitchens, Howard

McAlpine, Dave
Literatura Oral Hispanica (Hispanic Oral Literature).
ED 221 332

McCabe, George P.
Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15.
ED 221 367

McCabe, Robert H.
Technology and the Changing Economics of Education.
ED 220 920//

McCarthy, Jeanne McRae
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996

McCombs, Barbara L.
Theoretical Definition of Instructor Role in Computer-Managed Instruction.
ED 221 156

McCool, Mary
Reading with a Special Touch.
ED 220 798

McCready, Michael A.
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871

McDaniels, Carl
Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

McGinnis, Iris
The Effect of Handwriting on Teachers' Grading of High School Essays.
ED 220 836

McGuffey, C. W.
Competencies Needed by Chief School Business Administrators. A Report on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts.
ED 220 909

McGuire, C. Kent
State and Federal Programs for Special Student Populations.
ED 220 970

McHorney, Colleen A., Comp.
Gerontology: A Bibliography of Selected Resources.
ED 220 750

McIntyre, Chuck
Fee Contingency Plan.
ED 221 246

Fee Contingency Plan Background and Issues.

Rupley, William H.
Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.
ED 221 523

Rutherford, William
Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.
ED 221 598

Rutherford, William L.
Describing the Concerns Principals Have about Facilitating Change.
ED 220 960

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Rutledge, Mark
Student Perceptions of Religion and Campus. (A Survey: Fall Semester, 1981.)
ED 221 115

Ryun, Rita
Library Exercises. Revised.
ED 221 177

Ryzewic, Susan Remmer
Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963

Sack, Allen L.
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.
ED 221 102

Sager, Donald J.
The American Public Library. Research Report.
ED 221 222

Salem, Philip
The Development of the Semantic System.
ED 220 886

Sandifer, Everette, Jr.
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA.
ED 220 644

Sass, Sharon
Drugstore Merchandising.
ED 220 593

Saville-Troike, M.
Communicative Tactics in Children's Second Language Acquisition.
ED 221 262

Saye, Jerry D.

Wallerstein, Nina
Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
ED 221 043//

Walter, Elizabeth M.
The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.
ED 221 167

Walther, Lynne
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Wang, Margaret C.
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005

Ward, Beatrice A.
Collaborative Research.
ED 221 531

Warren, Charles P.
Minority Student Response to the Anthropology of Asian Black Populations. Revised.
ED 221 629

Literature Analysis for Relating Children's Experiences to School.
ED 221 272

Watkins, Betty
A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.
ED 220 590

Watson, JoAnna M., Ed.
Perspectives on Liberal Education: Pioneers and Pallbearers.
ED 221 120//

Watson, Norman E.
Making the Case for Changing Public Policy.
ED 220 928//

Watson, Pat
Evaluation of the Gifted and Talented Program, 1980-81.
ED 221 010

Way, Flo
Evaluation Supplement to the Brochure Prepared for ED/fair '72 on the DOVACK System.
ED 221 181

Wead, Margaret
Six American Histories.
ED 221 416

Webster, William E.
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849

A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127

Allen, Danny R.
NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Allen, Rodney, F., Ed.
Solar Economics: A Teacher's Guide.
ED 221 403

Alvermann, Donna E.
Organizers That Compensate for Text Organization: Research With Application to Teaching Reading.
ED 220 795

Ambler, Bob
The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety.
ED 220 903

Anandam, Kamala
Evaluating the Use of Technology in Education.
ED 220 929//

Anderson, Karen
CSU Standard for the CLSI Expanded Title Record.
ED 221 188

Anderson, Kathryn H., Ed.
Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

Anderson, William
Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books.
ED 221 154

Anderson, William J.
The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

Anisef, Paul
The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.
ED 221 092

Appelson, Marilyn
HELP. Handbook for English Language Paraprofessionals.
ED 220 658

Arasmith, E. E.
Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390

ED 221 232

Dede, Christopher
The Influence of Instructional Technology on Education: Certainties and Possibilities.
ED 220 948//

Deery, Ruth
Scholar Dollars: Their Use in Classroom Management.
ED 221 450

Delaine, John K.
Who's Raising the Family? A Workbook for Parents and Children.
ED 220 770

Denton, Jon J.
A Quantitative Description of a Teacher Preparation Program.
Educational Curriculum and Instruction.
ED 221 524

Deringer, Dorothy K.
Computers/Software More for Less.
ED 220 925//

deTurck, Mark A.
Adolescent Perceptions of Parental Persuasive Message Strategies.
ED 220 881

DeVries, Rheta
Group Games in Early Education: Implications of Piaget's Theory.
ED 221 294

Di Paula, Freddy O.
Learning Never Ends: Need for Lifelong Learning Programs.
ED 221 499

Dickson, Richard L.
Increasing the Usefulness of the Individualized Education Program.
ED 220 994

Diener, Thomas
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Diep, Barbara J.
Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
ED 220 995

Dismukes, Key, Ed.
Vision Research for Flight Simulation. Final Report.
ED 220 599

Dixon, John
A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.

How Can We Best Produce Courseware?
ED 220 944//

Hite, Roger W.
Managing Your Medical Resources: An Opportunity for the National Athletic Trainers Association.
ED 221 482//

Hobbs, Thomas W.
Seminole Community College Working with Twenty-Seven Other Institutions.
ED 220 939//

Hodges, Daniel L.
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.
ED 221 234

Hodgson, Tom
The Vertical File in the Libraries of the City University of New York: A Survey.
ED 221 216

Hoferek, Mary J.
Factor Analysis of the Bem Sex-Role Inventory Using Data from Physical Educators.
ED 221 603

Hoffman, Sandra Josephs
Literacy and Child Rearing.
ED 221 265

Hoffmeyer, Carl
Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412

Hoffnung, Robert J.
Does Higher Education Reduce or Reproduce Social Class Differences? Schooling at Yale University, University of Connecticut, and University of New Haven, and Student Attitudes and Expectations Regarding Future Work.
ED 221 102

Hofstetter, Fred T.
Investing in Computer Technology: Criteria and Procedures for System Selection.
ED 220 923//

Holmes, Morris
Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.
ED 221 571

Hood, Albert B.
Student Development on Three Vectors over Four Years.
ED 220 736

Hoover, Charles
Development and Current Status of the Educational Resources

ED 221 245

McKibben, Joyce
The University in Colonial Spanish America: A Historiographical Survey.
ED 221 082

McLaughlin, Maureen A.
CETA Training Programs: Do They Work for Adults?
ED 220 601

McLean, Dulce DiDio
A Survey of the Friends of the Library Recent Activities in Ohio: Report Description.
ED 221 199

McLeod, John N.
Journeys Unlimited.
ED 220 877

McMillan, Pat
Research in Education: A Guide to Selected Research Reference Sources.
ED 221 166
Teachers' Attitudes toward Reading and Their Students' Reading Habits.
ED 220 801

McMurdo, George
The Effect of Busy Library Staff on Rate of Approach by Clients in an Experimental Psychology Study.
ED 221 212

McMurray, Georgia L.
Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

McNally, Tom
Battle of the Library Superstars. A Videotape Script.
ED 221 183

McNamee, Abigail Stahl, Ed.
Children & Stress: Helping Children Cope.
ED 221 277

McNeil, Don
The American Open University One Answer to the Technology and Curriculum Lag.
ED 220 942//

Meece, Judith L.
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005

Meehan, Merrill L.
Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490

Melton, Virginia S.
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.

AACR2 An Introduction with a Difference.

ED 221 223

Schaar, Walter

Managing the Development of the Public Telecommunications Center, Spokane, Washington.

ED 220 933//

Schaeffer, Gary A.

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.

ED 221 607

Schlechty, Phillip C.

Recruitment, Selection and Retention: The Shape of the Teaching Force.

ED 221 541

Schlegel, John F.

Standards of Practice for the Profession of Pharmacy.

ED 221 072

Schmidmaier, Dagmar

School Libraries and Technology: A Sourcebook.

ED 221 178

Schubert, Jane G.

The Design of a Snark That Is Not a Boojum: Learning from Evaluation.

ED 221 415

Schubert, Nancy A.

Sex-Role Stereotyping in Caldecott Award Books.

ED 220 870

Schuh, John H.

The Business Environment for Housing Officers: Assumptions for the 1980's.

ED 221 104

Sedgwick, Ellery, III

Faculty Development Program in Writing across the Curriculum.

ED 220 852

Sedlacek, William E.

Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.

ED 220 762

Religious Orientation and the Concepts of God Held by University Students.

ED 220 757

The Religious Orientation of College Students.

ED 220 758

Segal, Jane

Battle of the Library Superstars. A Videotape Script.

ED 221 183

Seidner, Stanley S.

Language Assessment Practices and Policies at Colleges and Universities: Final Report of a National Survey of Bilingual Teacher Training Programs.

Weinberg, Edgar
Labor-Management Cooperation: The American Experience.
ED 220 671

Weingarten, Fred W.
Educational Technology The Congressional Perspective.
ED 220 919//

Weinstein, Rhona S.
Student Perceptions of Schooling.
ED 221 533

Weisinger, Marvin
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Weiss, Elaine
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Weiss, Kenneth
FCC and the Sunshine Act.
ED 220 892

Wellman, Mary M.
Left-Handers and Cognitive Proficiency.
ED 221 278

Welsh, Phil
Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
ED 220 995

Wenden, Anita L.
The Processes of Self Directed Learning: A Study of Adult Language Learners.
ED 221 065

Wentz, Patricia J.
Student Teaching Survival Kit.
ED 221 484

Werdmann, Anne M.
Teaching Teachers to Question Questions.
ED 221 496

West, Lynda L.
Vocational Resource Educator Handbook.
ED 220 622

Whalley, Peter
Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

White, Barbara Ann
The Evolution of Libel Law: Who Must Prove What And Why.
ED 220 833

Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391

Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393

Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400

Arman, Hal D.
Community Colleges and Agricultural Education: Strategies for Serving a New Market.
ED 221 256

Arndt, Nancy Y.
Domestic Violence: An Investigation of the Psychological Aspects of the Battered Woman.
ED 220 732

Arnold, Jane
The OCLC Terminal: An Instruction Manual.
ED 221 164

Asher, Deborah L.
Response to Literature: Student Questions.
ED 220 838

Astin, Helen S.
Student Financial Aid and Persistence in College.
ED 221 078

Austin, Derek
Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition.
ED 221 173

Auvil, Mary S.
The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.
ED 220 685

Axtmann, Margaret Maes
Use of the OCLC Acquisitions Subsystem in a Special Library via Dial Access.
ED 221 180

Baecher, Richard E.
Language Proficiency Assessment: Issues and Definitions.
ED 221 028//

Baker, George A.
Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).
ED 221 250

Bank, Adrianne, Ed.
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.

ED 220 829

Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.

ED 220 828

Dobrinski, Virginia

Profiles of Performance in the Wichita Public Schools, 1980-1981.

ED 221 587

Dobrovolny, Jacqueline L.

Theoretical Definition of Instructor Role in Computer-Managed Instruction.

ED 221 156

Doerhoff, Ray

A Systematic Approach to Curriculum Study and Revision Designed for Small Schools.

ED 221 319

Dolce, Philip C.

The Consortium Approach: Preserving College Decision-Making.

ED 220 934//

Donovan, John P.

Self-Validation of Computerized Personality Descriptions.

ED 220 751

Douglass, Malcolm P., Ed.

Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).

ED 220 802//

Drobnyk, Wendy

Learning at Home: A Preschool Activity Handbook.

ED 220 997

Dunbar, Louise H.

The Utilization of Values Clarification in Multicultural Education as a Strategy to Reduce Prejudicial Attitudes of Eighth Grade Students.

ED 221 643

Dunn, Wynonia L.

Status of Statewide Career Information Delivery Systems.

ED 220 668

Dunseth, William B.

An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition.

ED 221 138

Dunst, Carl J.

An Early Childhood Intervention Curriculum Matrix.

ED 220 999

Durance, Cynthia J.

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.

ED 221 174

Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Hoover, Debra L.
Cognitive Modification in the Small College.
ED 220 880

Hord, Shirley M.
Implications for Research: Preparing Principals for Leadership Roles.
ED 220 958
What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

Horner, Bill
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Howard, Joseph E., Jr.
The Use of Connectives in Community College Textbooks.
ED 220 810

Howell, Frank M.
The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Hoy, John C., Ed.
New England's Vital Resource: The Labor Force.
ED 221 074

Hsia, Jayjia
Cognitive Assessment of Asian Americans. Professional Paper.
ED 221 628

Hughes, R. G.
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.
ED 220 600

Huitt, William G.
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.
ED 221 597

Huling, Leslie
Effects of Principal Interventions on Teachers during the Change Process.
ED 220 959

Humes, Ann
Computer Instruction on Generating Ideas for Writing Description.
ED 220 868

Humphrey, Steven Kent
The Relationship of Administrative, Socioeconomic, and Fiscal Variables to Education Tax Referenda.
ED 220 954//

ED 220 871

Mendenhall, Kathryn
A Survey of the Cataloging in Publication Program. Final Report.
ED 221 215

Merrett, Christopher E.
Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154.
ED 221 195

Mettler, Molly
A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

Metz, Mary Haywood
Magnet Schools in Their Organizational Environment. Final Report.
ED 221 621

Metzler, Howard C.
The Costs and Benefits of Deferred Giving.
ED 221 118//

Meyerson, Roberta C.
Evaluating Trainees in the Counseling Practicum.
ED 221 492

Miles, John Charles
Experiential Humanistic Environmental Education. A Description and Rationale.
ED 221 368

Millard, Richard M.
Academic Fraud: A Threat to Quality.
ED 221 107

Miller, Carol
Handbook of Community Resources for Classroom Use.
ED 220 646

Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.
ED 220 673

Miller, Gerald R.
Adolescent Perceptions of Parental Persuasive Message Strategies.
ED 220 881

Miller, Hubert J.
Jose de Escandon Colonizer of Nuevo Santander.
ED 221 323

Jose Vasconcelos A Man for All the Americas. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.
ED 221 322

Miller, John P.
Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44.
ED 220 988//

Miller, Kevin

ED 221 032//

Seidner, Stanley S., Ed.
Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023

Seilhamer, E. Stella
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.
ED 221 627

Selleck, Laura
Manpower Planning and Higher Education Policy.
ED 221 080

Sells, S. B.
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.
ED 220 776

Sengstock, Mary C.
Elderly Multiple Victims: More Frequent than Commonly Thought?
ED 220 760

Sensi, Karen Elgrim
Comprehension of Student Authored versus Published Material.
ED 220 796

Shakiba-Nejad, Hadi
Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment.
ED 221 583

Shanda, Virginia P.
Rx for OTC Users: Improved Health Education.
ED 220 902

Sharma, Shiva C.
Academic Support Services Programs in Higher Education.
ED 221 079

Sharp, Bill
Evaluation of the Gifted and Talented Program, 1980-81.
ED 221 010

Shatzer, Milton J.
Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.
ED 220 883

Shavelson, Richard J.
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

Sheingold, Steven
Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study.

White, Phillip M.
Online Retrieval Systems Users Survey from Texas.
ED 221 221

White, Susan J.
Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.
ED 220 603

White, Virginia
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH.
ED 220 717

Whitener, Leslie A.
Migrant Farmworkers and Their Attachment to Farmwork.
ED 221 330

Whitman, Neal
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Wielinski, Donna L.
Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Wiener, William K.
Assessment, Confrontation, Strategizing: A Social Science Model for Program Implementation.
ED 220 986

Wiese, Dorene
Self-Development for Native American Adults.
ED 220 632

Wiget, Lawrence A., Ed.
Seeds of Success. An Idea Book of Public Relations Activities for the Library Media Specialist.
ED 221 197

Wiles, Marilyn M.
Impact of Energy on New York State Public Education: A Preliminary Report.
ED 220 964

Wilkinson, Gene L.
Media in Instruction: 60 Years of Research.
ED 221 159

Wilkinson, Helen
Spontaneity and Imagination in Drama: An Investigation.
ED 220 878

Williams, R. Ann, Ed.
Monograph of Play Research.

ED 221 559

Bartz, Wayne R., Ed.
Master Teaching Experiences for Introductory Psychology.
ED 221 410

Baten, Lut
Text Comprehension: The Parameters of Difficulty in Narrative and Expository Prose Texts: A Redefinition of Readability.
ED 220 788

Baumgartner-Papageorgiou, Alice
My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

Beall, Pamela E., Ed.
Understanding Aging: A Curriculum for Grades K-6.
ED 221 451

Beaman, Tempie D.
Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Beardsley, Donna A.
Plotting the Historical Changes in American Secondary School Geography, 1910-1982.
ED 221 425

Becker, Carl B.
Philosophical Perspectives on Values and Ethics in Speech Communication.
ED 220 904

Beers, Marley Clevenger
Parent Involvement in Day Care: A Resource Manual for Day Care Providers.
ED 221 293

Doing History.
ED 221 413

Doing Minnesota.
ED 221 414

Beeson, Betty Spillers, Ed.
Monograph of Play Research.
ED 221 290

Bell, Gerald W.
The Need for Subjectivity and Objectivity in the Athletic Training Evaluation.
ED 221 464//

Bell, Gerald W., Ed.
Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6, 1980) and (Palo Alto, California, February 15-17, 1980).
ED 221 457//

Bell, Jennifer A.

Durham, Marian B.
Women, Families, and Prison.
ED 221 279

Duron, Susan
Data Collection and Language Assessment Policy.
ED 221 033//
Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II.
ED 221 430

DuVall, Suzanne Carroll
Preliminary Analyses of the Measure of Congressional Action Describing the Effects of Conservatism and Presidential Support on the 97th United States Congress as Defined by Selected Demographers.
ED 221 426

Dykes, Tanda
Can Theatre (Not Drama) Be Taught Over Television? Constructing a Course to Encourage That Possibility.
ED 220 889

Eagan, Ruth L.
Reading and Comprehension.
ED 220 819

Eagle, Norman
An Attempt to Optimize the Early Identification of the Potential Dropout: Use of Dynamic Predictors, Differentiated Criterion Groups, and Alternative Discriminant Function Methodology.
ED 221 150

Earl, L. M.
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041
Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Earle, David D.
Allan Kownslar and the New Social Studies.
ED 221 419

Eberts, Randall W.
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time.
ED 220 965

Eckard, Helen
Statistics of Public Libraries, 1977-1978.
ED 221 229

Eckard, Helen M.
Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

Ede, Lisa

Hunt, Barbara M.
Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.
ED 221 274

Hunt, Margaret
Life Skills for Women in Transition.
ED 220 774

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Hunter, Bruce
The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Hunter, Susanne
An Evaluation of the Police Liaison Program. Research Report 81-08.
ED 221 615

Hutchins, Sally, Ed.
Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981.
ED 221 255

Hymel, Glenn M.
Managing the Proliferation of the Mastery Learning Literature: A Progress Report on the Loyola Clearinghouse on Mastery Learning.
ED 221 194

Ibrahim, Farah A.
The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

Igoe, Judith B.
An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.
ED 221 483

Imel, Susan
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729

Inn, Kalei
The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633

Irvin, Donald E.
Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Irvin, Richard F.
Methods for Successfully Teaching Student Athletic Trainers.
ED 221 466//

Iverson, Grace C.
Training the Evaluation Expert: An Evaluator Returns to the Field.

The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271

Miller, Larry A.
Bibliographic Instruction at Moraine Valley Community College: A Position Paper.
ED 221 185

Miller, Larry D.
Communication Effectiveness and the Professional Woman.
ED 220 898

Miller, M. David
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558

Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556

Miller, Michael David
Regression Based Analyses of Multilevel Education Data.
ED 221 555

Miller, Sayers
Athletic Training Education at the Crossroads.
ED 221 458//

Milner, Donald E.
Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.
ED 220 650

Minton, Lee
Eye Injuries The A-B-C's and a Few X-Y-Z's for the Athletic Trainer.
ED 221 471//

Miranda, Manuel, Ed.
Chicano Aging and Mental Health.
ED 221 312

Mocker, Donald W.
Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Moisan, Leonard J.
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.
ED 221 140

Monda, Lori C.
Oral Communication: Theory, Research and Methods of Instruction. A Review of the Literature.
ED 220 873

Monk, Janice
Policy-Related Research on Women in the Southwest.
ED 221 428

Montalvo, Braulio

ED 220 602

Shelton, James K.
Basic Electronics II.

ED 220 628

Sherman, Susan W., Ed.
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.

ED 221 560

Siau, Carlos
A Resource Requirements Prediction Model for the Central Administration Support Program in a University.

ED 221 136

Siegel, Irving H.
Labor-Management Cooperation: The American Experience.

ED 220 671

Silverman, Stephen
Aptitude-Treatment Interaction Research: Implications for Physical Education.

ED 221 522

Simcoe, Annell L., Ed.
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).

ED 221 087

Simerly, D. Emily
Occupational Sex Roles and Occupational Prestige.

ED 220 767

Simich, Carmen
Language Proficiency Assessment: Research Findings and Their Application.

ED 221 025//

Simpson, D. Dwayne
Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.

ED 220 776

Singer, Norman M., Ed.
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.

ED 220 726

Skott, Diana, Comp.
TAFE Projects in Progress. No. 1.

ED 220 657

Slark, Julie
Reverse Transfer Student Study.

ED 221 248

Slavin, Ann Marie
Modern British and American Literature: A View through Writing and the Disciplines.

ED 221 290

Williams, Richard C., Ed.
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559

Williams, Wes
Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

Williamson, Estelle
Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172

Williamson, Tom
Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.
ED 221 254

Willison, Neal A.
Basic Electronics II.
ED 220 628

Wilmore, Jack H.
Physiological Effects of Strength Training and Various Strength Training Devices.
ED 221 477//

Tax Limitations in Massachusetts.
ED 220 983

Wilson, M. Lee
Personality Variables in Female Homosexuality.
ED 220 766

Wilson, Melvin N.
Perception of Parent-Child Interaction in Three-Generational Black Family.
ED 221 281

Winters, Lynn
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567

The Role of Evaluation and Plans for Evaluating the Current Testing Program.
ED 221 581

Wise, James E.
Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Wonacott, Michael E.
Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674

Wood, Albert N.

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675

Bell, Sharon E.
Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Bellaire, Richard, Ed.
Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).
ED 221 103//

Bender, Robert C.
Experiential Awareness of the Effects of Test Score Reports.
ED 220 777

Benedict, Marjorie A.
Library Signs and the Disabled.
ED 221 162

Bennof, Richard J.
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.
ED 221 110

Benoliel, Jeanne Quint, Ed.
Death Education for the Health Professional.
ED 221 100//

Benton, Sidney E.
Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147

Berger, Jeffrey
A Seminar in Rhetoric and the Humanities: Rationale and Structure.
ED 220 854

Bernstein, Melvin H., Ed.
New England's Vital Resource: The Labor Force.
ED 221 074

Berrian, Albert H.
Minority Servicing Institutions: A Status Report.
ED 221 132

Berrian, Albert H., Ed.
Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131

Berry-Caban, Cristobal S.
Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135

On Distinctions between Classical and Modern Rhetoric.
ED 220 866

Edelfelt, Roy A.
Review and Evaluation. Staff Development for School Improvement Program 1981-1982.
ED 221 528

Edelsky, Carole
Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.
ED 221 057

Edelstein, Ronald A.
Effects of Verbal and Visual Elaborations on Concept Learning.
ED 221 549

Edmonds, Ronald R.
Programs of School Improvement: An Overview.
ED 221 536

Edwards, Bruce L., Jr.
Rhetoric, Alchemy and Heuristic Procedures: Some Epistemological Questions.
ED 220 861

Eggland, Steven
Drugstore Merchandising.
ED 220 593

Eisenhart, Margaret A.
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Eldridge, Roger G., Jr.
Children's Insights into Reading Instruction: An Ethnography.
ED 220 800

Elliott, LaVerne
A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661

Ellis, Susanne D.
1980-81 Graduate Student Survey. AIP Report.
ED 221 095

Elmore, L. JoAnne
Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.
ED 221 433

Elseroad, Homer
Managing Technological Change in Montgomery County, Maryland.
ED 220 931//

Elvin, Lionel, Ed.
The Educational Systems in the European Community: A Guide.
ED 220 993//

ED 221 572

Ivkovich, Janice M.
A Comprehensive Analysis of Nonmajor Biology Courses in Colleges and Universities.
ED 221 093

Jacob, Evelyn
Puerto Rican Children's Informal Education at Home. Final Report.
ED 221 617

Jacobs, Jan
Research Reports, Media Coverage and the Beliefs of Parents: An Empirical Study.
ED 221 580

Jaggers, William
Working with Vocational Advisory Committees. Inservice Instructional Unit.
ED 220 653

Janick, Joanne
The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Jayaratne, Toby Epstein
Social Responsibility in Sex Difference Research.
ED 221 575

Jensen, Marilyn Anne, Comp.
Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.
ED 221 218

Jensen, Marilyn Anne, Ed.
Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).
ED 221 217

Johns, Florene Carnicelli
Transcutaneous Electrical Nerve Stimulation: Research Update.
ED 221 475//

Johnson, J. David
Conceptual Approaches to the Study of Small Group Interaction.
ED 220 899

Media Embedded Interactions.
ED 220 887

Johnson, Mary Lynn
Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.
ED 221 525

Johnson, Ruth C.
Manpower Requirements in the Nuclear Power Industry, 1982-1991.

Puerto Rican Youth: Dropping Out and Delinquency.
ED 221 638

Montenegro, Xenia P.
Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Moore, Beatrice S.
Making Changes in Writing Programs for High School Teachers across the Curriculum.
ED 220 842

Moore, Nelwyn B.
Cross-Cultural Perspective: Family Life Education as a Force for Strengthening Families.
ED 220 735

Moorman, Jerry W.
Vocational Education for the Handicapped. Inservice Instructional Unit IA.
ED 220 652

Morgan, Catherine E.
Effectiveness of Technology in the Schools Public and Taxpayers Response.
ED 220 927//

Morgan, Willie B.
Dynamic Articulation of Vowels.
ED 220 885

Morrill, Richard L.
The Nature, Unity and Value of Geography.
ED 221 423

Morris, A.
The Introduction of Resource Teachers into Queensland State High Schools: A Critical Review.
ED 221 510

Morris, Geneva W.
A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction.
ED 221 524

Morrison, Gale M.
Social Status and Social Perceptual Abilities of Mildly Handicapped Learners: Methodological and Substantive Implications.
ED 221 006

Morrissett, Irving
Four Futures for Social Studies.
ED 221 420

Morrissett, Irving, Ed.
Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449

Moseley, James L.
Three Models for Individualizing Instruction in Library Education.

ED 220 857

Sloan, Charles A.
The Effect of Handwriting on Teachers' Grading of High School Essays.
ED 220 836
In Quest of the Best Primary School Teacher: Which Gender Will You Offer a Tender? Does Gender Affect Minority Students?
ED 221 456
Teachers' Attitudes toward Reading and Their Students' Reading Habits.
ED 220 801

Smith, Arthur De W.
Generic Skills. Keys to Job Performance.
ED 220 578
Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 576
Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.
ED 220 577

Smith, Clifton L.
A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.
ED 220 626

Smith, Deborah C.
Teaching and Learning: A Linguistic Perspective.
ED 221 539

Smith, Gregory J.
Gender and Attractiveness Related to Preschool Peer Interactions.
ED 221 269

Smith, James L., Comp
Instructional Materials and School Library Resources.
ED 221 175

Smith, Kemper D., III
The Application of Territoriality: Its Scope and Impact.
ED 220 744

Smith, Marshall
Bibliography of Publications, 1982 Supplement.
ED 221 224

Smith, Marshall S.
Effective Schools A Review.
ED 221 534

Smith, Nathan J.
Nutrition in Children's Sports.
ED 221 479//
Salt, Water, and Athletes.
ED 221 480//

Smith, Paula A.

A Comparison of Salaries, Fringe Benefits and Personnel Policies in Iowa School Districts with and without Collective Bargaining Agreements, 1975-76 through 1979-80.
ED 220 957//

Woodford, Protase
Foreign Language and Bilingual Assessment: Issues Approaches.
ED 221 029//

Woods, Elinor M.
Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

Wooley, John F.
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389

Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392

Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395

Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396

Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 398

Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401

Workman, John F.
Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''
ED 221 258

Wright, A. J.
No More Free Lunch: Commercial Fee-Based Information Services Past, Present and Future.
ED 221 163

Yamada, Ken
Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile.
ED 221 133

Yarling, James R.
Student Teaching Survival Kit.
ED 221 484

Yates, Jack
Comprehension of an Unattended Prose Passage.

Bhaerman, Robert D.
Career Education: Collaboration with the Private Sector. Information Series No. 246.
ED 220 728

Bialystok, Ellen
On Learning Language Form and Language Function.
ED 221 061

Bingen, Franz
A Resource Requirements Prediction Model for the Central Administration Support Program in a University.
ED 221 136

Biondo, Ron
Core II Materials for Rural Agricultural Programs. Units A-D.
ED 220 689
Core II Materials for Rural Agriculture Programs. Units E-H.
ED 220 690

Bishop, Walker
The Business Environment for Housing Officers: Assumptions for the 1980's.
ED 221 104

Black, Jay
Professionalization of the Australian News Media: Journalists' Education, Training, and Job Satisfaction.
ED 220 832

Black, Richard
Liability, Athletic Equipment, and the Athletic Trainer.
ED 221 481//

Blai, Boris, Jr.
Intelligent Life Out There: Are We Alone?
ED 221 357
Learner Individual Differences and Differentiated Educational Practices.
ED 220 782

Blake, Robert W.
Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts.
ED 220 841

Blanchard, Harry E.
Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

Blazey, Michael
The Use of Local Parks by Older Residents of Urban Areas.
ED 221 488

Bliss, Sam W.
Zero-Base Budgeting: A Management Tool for School Districts.
ED 220 907

Block, Clifford H.

Emerson, L. J.

Rural Vocational Assessment: Lincoln County, Washington. Final Report.
ED 221 316

End, Laurel J.

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Enell, Nancy C.

Evaluation Utilization: Development and Impact of a Serial Evaluation Process for Special Education Programs.
ED 221 604

Eraut, Michael

Training in Curriculum Development and Educational Technology in Higher Education.
ED 221 157

Erbschloe, Ross

Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.
ED 221 149

Escobedo, Theresa H.

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619

Estes, Nolan

Managing Technological Change in the Dallas Public Schools.
ED 220 930//

Evans, Rupert N.

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.
ED 220 670

Fagan, Louis James

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645

Fairgrieves, Richard Lee

A Comparison of Reimbursement and Tax Methods of Funding Unemployment Insurance for Public School Districts in the State of Illinois during the First Year of Implementation.
ED 220 955//

Fairweather, Malcolm

The Geographic Pyramid: The Importance of Teaching in Undergraduate Geography Programs.
ED 221 455

ED 220 682

Johnston, Lloyd D.
Highlights from Student Drug Use in America, 1975-1981.
ED 220 755

Jones, Effie H.
Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Jordan, Cathie
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.
ED 221 632

Josey, E. J., Ed.
Libraries and Adult Learners.
ED 221 219

Juergens-Ellsworth, Jan
Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Justen, Joseph E., III, Ed.
Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
ED 221 008

Kaczala, Caroline
Social Responsibility in Sex Difference Research.
ED 221 575

Kalman, Samuel H.
Standards of Practice for the Profession of Pharmacy.
ED 221 072

Kamerman, Sheila B., Ed.
Families That Work: Children In a Changing World.
ED 221 631//

Kamii, Constance
Constructivist Education: A Direction for the Twenty-First Century.
ED 221 297

First Graders Invent Arithmetic: Piaget's Theory Used in the Classroom.
ED 221 298

Group Games in Early Education: Implications of Piaget's Theory.
ED 221 294

Kanzaki, George Akaki
A Proposed Formula for the Equitable Distribution of State Aid for Pupil Transportation in Iowa.
ED 220 956//

Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

ED 221 200

Moss, R. Kay
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Moss, Stephen, Ed.
Career Education Activities in Colorado Higher Education.
ED 220 719

Motes, Susan
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.
ED 220 834

Motomatsu, Nancy R.
ESEA Title IV-B Impact. Washington State Dissemination Report.
ED 220 981

Mulford, Charles L.
Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings.
ED 220 982

Mumaw, Randall J.
Individual Differences in Complex Spatial Problem Solving: Aptitude and Strategy Effects.
ED 221 358

Munro, Constance
Life Skills for Women in Transition.
ED 220 774

Nagler, Phyllis J.
Testing of a Program Evaluation Model: Final Report.
ED 221 240

Nancy S., Ed.
A Guide to Teaching Creative Writing: Poetry.
ED 220 864

Nava-Hamaker, Mary Lou
Academic Achievement of LEP Students After Reclassification: A Southern California Study.
ED 221 313

Nelson, Jack L.
Disciplines, Disciples, and Ideology in Social Education.
ED 221 417

Nelson, Robert B.
Student Affairs Communication with Faculty: An Analysis.
ED 221 099
Withdrawing/Nonreturning Students at the University of North Dakota.
ED 221 098

Nettleship, Lois
The Enlightenment and Due Process of Law.
ED 221 447

Neufeld, Barbara
Working in High Schools: Inside Views of the Organization.

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.

ED 220 595

Smith, Philip D., Jr.

Second Language Teaching: A Communicative Strategy. The Foreign & Second Language Educator Series.

ED 221 019//

Smith, Susan M.

Teacher-Student Communication in a Multicultural Classroom.

ED 221 493

Smith, W. O.

Sporting Goods. Fishing and Hunting Equipment.

ED 220 591

Smorada, Claudia K.

The Personal Development Seminar: Probing Disciplinary Perspectives.

ED 220 851

Snow, Mary

The Regional Parenting Surveys: Base Sample Survey. Technical Report.

ED 221 305

Socoski, Patrick

Success as Growth: But Growth Toward What?

ED 221 497

Sollie, Carlton R.

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.

ED 221 105

Somers, Adele, Ed.

We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children.

ED 220 998

Sommers, Nancy

Revision Strategies of Student Writers and Experienced Adult Writers.

ED 220 839

Sonis, Andrew L.

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped.

ED 221 552

Spangler, Katherine L.

Cognitive Styles and the Mexican-American Child: A Review of Literature.

ED 221 285

Spanjer, Allan

The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.

ED 220 844

ED 220 822

Yawkey, Thomas D.
Facilitating Creative Thought through Object Play in Young Children.
ED 221 301

Play Programs at Home to Stimulate Growth.
ED 221 007

Young, Elizabeth L.
Looking to the Future: What Business Are We In?
ED 220 949//

Young, Melinda
Orientation Guide for New Sales and Marketing Teachers.
ED 220 647

Zafirau, S. James
Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

Zeigler, Earle F., Ed.
Physical Education and Sport: An Introduction.
ED 221 511//

Zeisel, William, Ed.
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086

Zharkov, D. S.
Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books.
ED 221 154

Ziegler, Barbara L.
The Relationship of Sex Roles and Marital Adjustment.
ED 220 781

Zimmermann, Bernd
On Some Trends in German Mathematics Education.
ED 221 372

Matching Educational Needs with Available Technology: What Is Happening in the Rest of the World.
ED 220 926//

Bloom, Howard S.
CETA Training Programs: Do They Work for Adults?
ED 220 601

Blosser, Patricia E., Ed.
Investigations in Science Education, Volume 8, Number 3.
ED 221 360

Bobruk, Toni
The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809

Bogden, Richard
The Athletic Foot and Its Import to Performance during Running.
ED 221 470//

Bolen, Larry M.
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Bonas, John E., Ed.
Systemwide Student Tracking and Retention Programs. A Special Seminar.
ED 221 131

Bonn, Robert
Library Resources and Services for Faculty.
ED 221 193

Booher, Sandra C.
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252

Borack, Jules I.
The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676

Borchardt, D. H., Ed.
Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.
ED 221 207

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.
ED 221 203

Borchert, John R.
Geography's Relationships with the Community and Region.
ED 221 434

Boston, Bedford D., Ed.
Images of a Rural Teacher Center.
ED 221 487

Bowen, Becky

FallCreek, Stephanie
A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

Fardig, Glen E.
How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook.
ED 220 616

Farrell, Catherine
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.
ED 221 235

Farrell, Edmund J.
Teaching, Testing, and Technology: English in the Eighties.
ED 220 840

Farren, Sean N.
Reading Assignments across the Curriculum.
ED 220 793

Federlein, Anne Cairns
Special Education Preschoolers: Evaluating Their Play.
ED 221 004

Fenstemacher, William P.
The Institutional Research Director: Professional Development and Career Path.
ED 221 143

Fenster, Eric
College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.
ED 221 101

Ferguson, Peter, Ed.
Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Who Flies, Who Cries? Children's Understanding of People from Television and Real Life.
ED 221 267

Fields, Jay E.
Interpreters Theatre as Confirmed by New York Productions.
ED 220 893

Filsinger, Erik E.
Implications in the Choice of Marital Observation Coding Systems: A User's Guide.
ED 220 754

Fink, Norman S.
The Costs and Benefits of Deferred Giving.
ED 221 118//

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

Katz, Douglas S.
Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656
Volunteers in Vocational Education. Field Test Report.
ED 220 655

Katz, Martin R.
Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.
ED 220 664
Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.
ED 220 663

Kay, Carol Rocklin
A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report.
ED 220 611

Kazanjian, Dolores P.
Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Keenan, Janice M.
Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826

Keenan, Vincent
Differentials in Characteristics between Parent Group Members and Non-Members.
ED 221 012

Keene, James S.
Anatomy and Selected Biomechanical Aspects of the Shoulder.
ED 221 468//

Keer, Donald R., Jr.
Transformational Geometry. Mathematics-Methods Program Unit.
ED 221 341

Keller, Gary D.
Integrating Language Assessment with Teaching Performance in Subject Areas.
ED 221 030//

Keller, John W.
Perspectives on Death: A Developmental Study.
ED 220 739

Kelly, J. Terence
Evaluating the Use of Technology in Education.

ED 220 974

Nevo, Dana

Self-Development for Native American Adults.

ED 220 632

Newton, Michael D.

Educational Significance of a University Undergraduate, Non-Traditional, External Degree Program.

ED 221 085//

Newton, Robert R.

The Regis Plan for Individualization.

ED 220 979

Nimmer, Donald N.

Predicting Scores on the College-Level Examination Program (CLEP) General Examinations from Scores Earned on the American College Test (ACT) Assessment.

ED 221 583

Noblit, George W.

Not Seeing the Forest for the Trees: The Failures of Synthesis for the Desegregation Ethnographies.

ED 221 595

Nogueras, Juan A.

The Remigration of the Puerto Rican Student as a Factor in School Adjustment.

ED 221 639

Norwood, Frank W.

Public Telecommunications Policies and Education's Options.

ED 220 922//

Nowlan, David M., Ed.

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).

ED 221 103//

Nurco, David N.

Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.

ED 220 775

O'Brien, Maryann

The Application of Holistic Grading in an ESL Writing Program.

ED 221 044

O'Bryan, Kenneth G.

Writing for Instructional Television.

ED 221 158

Oaster, Thomas R. F.

Reservation and Off-Reservation Parent, Teacher and Student Perceptions of Student Rights.

ED 220 740

Ogletree, Earl J.

Spear, George E.
Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Spencer-Dunbar, Louise Hall
The Effects of Contingency Management as a Means of Reducing Truancy.
ED 221 642

Sperber, Robert I.
Metropolitan Planning Project: Revisited with a 1980's Perspective.
ED 221 637

Spiker, John
Implications of Tissue Healing to Treatment.
ED 221 474//

Stackhouse, Elizabeth Ann
The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools.
ED 220 985

Stafford, Robert
Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13.
ED 221 204

Stahl, Norman A.
The Basic Skills Levels of Undergraduate Students and Resultant Attitudes of a University Faculty.
ED 221 494

Stansell, John C.
Television and Radio Ads as Resources for Reading and Writing.
ED 220 843

Stark, Joyce
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools.
ED 221 636

Stark, Pam
Syncope. What Is It? Instructor's Packet. Learning Activity Package.
ED 220 711

Syncope. What Is It? Learning Activity Package.
ED 220 710

Stark, Pamela
Grooming. Instructor's Packet. Learning Activity Package.
ED 220 697

Grooming. Learning Activity Package.
ED 220 696

Handwashing Technique. Instructor's Packet. Learning Activity Package.
ED 220 699

Handwashing Technique. Learning Activity Package.
ED 220 698

Starlin, Clay M.
On Reading and Writing. Iowa Monograph.

Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641

Bowen, Patricia R., Comp.
Gerontology: A Bibliography of Selected Resources.
ED 220 750

Bown, Oliver H.
Integrating Research and Professional Training: A Dialogue.
ED 221 601

Boyan, Douglas R.
Costs at U.S. Educational Institutions, 1982/83.
ED 221 146

Bozik, Mary
An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course.
ED 220 905

Brams, Steven J.
The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.
ED 221 382

Brandhorst, Ted
Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Brett, Betty M.
Children's Literature The Search for Excellence.
ED 220 846

Brightman, Richard W.
Revenue Diversification: A New Source of Funds for Community Colleges.
ED 221 251

Brillhart, L. V.
A Team-Taught Course Combining Freshman Composition and Introduction to Engineering.
ED 221 232

Bringmann, Wolfgang G.
Self-Validation of Computerized Personality Descriptions.
ED 220 751

Broadbent, Marianne
School Libraries and Technology: A Sourcebook.
ED 221 178

Brock, Dee
New Public Broadcasting Programs and Services.
ED 220 924//

Brophy, Jere E.
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.

Fisher, Donald W.
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49.
ED 221 374

Fleming, Margaret
Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Fletcher, J. D.
New Directions for Training Technology.
ED 220 947//

Foster, Danny T.
Evaluating Student Clinical Performance.
ED 221 462//

Foutes, William
Diesel Mechanics: Electrical Systems.
ED 220 630

Diesel Mechanics: Fuel Systems.
ED 220 631

Diesel Mechanics: Fundamentals.
ED 220 629

Evaluating an Instructional System in Mathematics.
ED 220 937//

Franzoi, Stephen L.
Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

Freilinger, J. Joseph, Ed.
Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years.
ED 221 013

Frenza, Mary
Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 .
ED 220 785

Friedman, Dana E.
Management by Parent Objectives: A Case Study Establishing the Feasibility of Employer-Sponsored Child Care and Other Family Supports.
ED 221 264

Friedman, Edward A.
Technology and Humanism Are They Compatible?
ED 220 946//

Fry, Edward
Writeability.
ED 220 799

Fry, Edward B.
Reading Diagnosis: Informal Reading Inventories.
ED 220 816//

ED 220 929//

Kelly, Michael G.

Machine Shop Fundamentals: Part I.

ED 220 638

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.

ED 220 634

Kendall, Janet Ross

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.

ED 220 821

Kennamer, Lorrin

Integrating Research and Professional Training: A Dialogue.

ED 221 601

Kerr, Donald R., Jr.

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.

ED 221 342

Awareness Geometry. Mathematics-Methods Program Unit.

ED 221 340

Measurement. Mathematics-Methods Program Unit.

ED 221 343

Kessler, Carolyn

Fitting In'': Register Shifting in a Second Language.

ED 221 020

Kessler, Julia Boone

Bibliographic Access to Audiovisual Materials: A Comparison Between Professional Recommendations and Regional Practice.

ED 221 184

Kester, Donald L.

Down the Financial Drain: A College Mental Health Program Provided through an On-Campus Psychological Services Center by a Clinical Psychologist and Four Doctoral Psychology Interns Goes Down the Drain.''

ED 221 258

Khosh-khui, Abolghasem Z.

Treatment of Persian Materials in the National Union Catalog.

ED 221 201

Kim, Yun

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.

ED 221 309

Kimbrough, Kenneth L.

Defining Information Needs of Computer Users: A Human Communication Problem.

ED 221 189

King, James R.

Teaching Teachers to Question Questions.

The Status of School Credit Transfer and Education of Migrant Students in Fifty States.
ED 220 978

Okuda, Shinjo
The Development of Secondary Education in Japan after World War II.
ED 221 437

Oliver, Marvin E.
Improving Comprehension with Mental Imagery.
ED 220 818

Olson, Frederick S.
An Interdisciplinary Course Involving Science and the Humanities. Final Report.
ED 221 233

Orfield, Gary
Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.
ED 221 644

Orlik, Peter B., Ed.
Curricular Dimensions of Broadcast Education.
ED 220 884

Ornstein-Galicia, Jacob L.
Sociolinguistic Foundations of Language Assessment.
ED 221 024//

Orzack, Louis H., Ed.
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Osborn, Jean
When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Osburn, Bess
The BASAL: What Does It Demand of the Beginning Reader?
ED 220 809

Owens, Otis Holloway
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.
ED 221 509

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Page, Ernest R.
The Teaching of Writing as Quality Staff Development. Monograph Number

ED 220 806

Stengel, Barbara S.
An Analysis of Student Success.''
ED 221 498

Stennett, R. G.
Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041

Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Stevens, Florence
Activity-Centred Approaches to Second Language Learning.
ED 221 066

Stevens, Rex P., Ed.
Perspectives on Liberal Education: Pioneers and Pallbearers.
ED 221 120//

Stewig, John Warren
Forging Links.
ED 220 845

Stolberg, Charles G.
Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914

Stolberg, Charles G., Ed.
Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.
ED 220 911

School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting.
ED 220 912

Stough, Morrow F.
Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.
ED 220 989

Stout-Wiegand, Nancy
Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Stovall, Carole
Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.
ED 220 762

Stover, Penny W.

ED 221 529

Research on the Self-Fulfilling Prophecy and Teacher Expectations.

ED 221 530

Brown, Ann L.

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.

ED 220 820

Brown, Diane, Ed.

Proceedings of Annual Oklahoma Conference on Education, Public Education: Time to Speak Up!'' (3rd, Oklahoma City, OK, September 8-9, 1981).

ED 221 546

Brown, George E., Jr.

Congressional Perspectives on Information Technology.

ED 220 917//

Brown, Lester R.

U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51.

ED 221 377

Brown, Mary V.

Survey on the Status of Educational Researchers.

ED 221 576

Brown, W. Rex

A Report of Selected Residential Continuing Education Centers in the United States.

ED 221 075

Browne, Mairead, Ed.

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.

ED 221 209

Brun, Judy K., Ed.

Nutrition Education Research: Directions for the Future. Proceedings .

ED 221 405//

Buescher, Thomas M.

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.

ED 221 296

MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.

ED 221 614

Burgess, Roma

Drama and Theatre: A Shared Role in Learning.

ED 220 875

Burgoon, Judee K.

Relational Messages Associated with Nonverbal Behaviors.

ED 220 876

Fullan, Michael
Implementing Educational Change: Progress at Last.
ED 221 540

Fuller, Mary Lou
Involving Parents in Your School Parents and Teachers Together!
ED 221 289

Gabriel, Roy M.
Statewide Implementation of the Value Added Model: Methodological Problems and Prospects.
ED 221 579

Gaies, Stephen J.
Modification of Discourse between Native and Nonnative Speaker Peers.
ED 221 067

Galloway, Vicki
Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).
ED 221 062

Language in the Marketplace.
ED 221 063

Garcia, Richard L.
Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Gardiner, Lyndsay
The Free Kindergarten Union of Victoria, 1908-80.
ED 221 304

Garoogian, Andrew
The Vertical File in the Libraries of the City University of New York: A Survey.
ED 221 216

Gelman, Rochel
The Child's Representation of Number: A Multidimensional Scaling Analysis.
ED 221 271

Gelso, Charles J.
Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.
ED 220 759

Genova, William J.
A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.
ED 221 625

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624

ED 221 496

Kirk, Edward L.
Follow-up Studies of Teacher Education Program Graduates.
ED 221 544

Kisabeth, Kathryn L.
Game Skill Development.
ED 221 527

Kitchen, James W.
Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485

Klein, Marvin L.
The Development of Writing in the Young Child: Some Vintage Russian Wine in Contemporary Bottles.
ED 220 837

Klepac, Richard L.
The Psychodrama-Social Dramatics Separation.
ED 220 882

Knight, G. Diane
Religious Orientation and the Concepts of God Held by University Students.
ED 220 757

The Religious Orientation of College Students.
ED 220 758

Knight, J. Pat
Teacher Certification in Consortium-Based Teacher Education.
ED 221 542

Knop, Constance K.
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).
ED 221 054

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).
ED 221 055

Koffarnus, Carol A.
The Central Educational Network's Postsecondary Service.
ED 220 936//

Konkle, James
Estimating the Economic Impact of Vermont Institutions on Their Local Economies.
ED 221 122

Kooij, Johanna V., Ed.
Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association.
ED 220 683

Kuzovich, Cecelia A.

One.
ED 220 849

Palincsar, Annemarie Sullivan
Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820

Parker, Judith
West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.
ED 221 123

Parler, Nettie P.
Improving Minority Students' Competencies: Strategies in Selected Colleges.
ED 221 145

Parochka, Jacqueline
Problems in Allied Health Continuing Education.
ED 221 097

Parsons, Jim
Metaphors of Change and Models of Inservice.
ED 221 486

Pascarella, Ernest T.
Validation of a Theoretical Model of College Dropouts.
ED 221 130

Patterson, Jerri
Family Assessment Process Manual.
ED 220 784

Patterson, Patsy A.
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.
ED 220 606

Peabody, Shelley Ann
Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.
ED 220 759

Perkins, Linda M.
Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.
ED 221 444

Perkins, Linda Marie
Black Feminism and Race Uplift,'' 1890-1900. Working Paper.
ED 221 445

Perrin, Gladys
Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 584

Persaud, Ganga
Moral Education and the Curriculum Process: A Case Study of Jamaica.
ED 221 409

From High School to Adulthood: A Survey of South Carolina Young People.
ED 221 321

Strasler, Gregg M.
Affective Outcomes in a Learning for Mastery Setting.
ED 220 742

Stratta, Leslie
A Range of Informative Writing. Discussion Booklet 3: A Report on the 1982 C. E. E. English Cross-Moderation Exercise.
ED 220 829
Teaching and Assessing Argument. Discussion Booklet 2: A Report on the 1981 C. E. E. English Cross-Moderation Exercise.
ED 220 828

Strauss, Ned
The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Street, Warren R.
Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161

Stulac, Joseph F., II
Procedure and Results of Measurement in the South Carolina Assessments of Performance in Teaching.
ED 221 590

Sturgess, Keith
Direct Current Series Circuits: An Educational Module.
ED 221 380

Suelzle, Marijean
Differentials in Characteristics between Parent Group Members and Non-Members.
ED 221 012

Suhrke, Astri
A New Look at America's Refugee Policy.
ED 221 645

Sullivan, Sharon L.
Student Vocational Organizations. Inservice Instructional Unit IIG.
ED 220 651

Superka, Douglas P.
Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365
Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

Swadener, Marc

Burkhardt, Sandy
The Rationale for Joint Mobilization.
ED 221 473//

Burson, Gerald E.
A Concern for Professionalism.
ED 221 237

Burstein, Leigh
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558

Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.
ED 221 557

Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556

Regression Based Analyses of Multilevel Education Data.
ED 221 555

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Burton, Billie H.
Preadmission Day for Older, Non-Traditional Students.
ED 220 741

Butler-Hiley, Gail
The Status of the NOICC/SOICC Network, September 30, 1981. NOICC Administrative Report No. 6.
ED 220 667

Butler, Diane
Education for a Multicultural Society: What Does It Mean? Of What Importance Is It in the Classroom? Curriculum Paper.
ED 221 427

Cabut, Helene
Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035

Caffrey, Thomas J.
Fostering Success of Non-Traditional Students.
ED 221 495

Calabrese, Marian
Lend Me a Hand: A Demonstration Lesson for a Biology/English Cluster.
ED 220 858

Caldwell, Robert M.
Computers and Curriculum Promises and Problems.
ED 220 943//

Cameron, Carl T.
A Validation of the VRE Model at the Postsecondary Level: A Study of

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.

ED 221 622

Georgeoff, Peter John

The Educational System of Yugoslavia. Education around the World.

ED 221 454

Gersten, Russell

The Site Variability Issue in Follow Through Revisited: Some New Data and Some Personal Insights.

ED 221 574

Gibbs, Graham

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.

ED 221 141

Gill, Stephen Joel

Professional Disclosure, Consumerism, and Counselor Preparation.

ED 220 733

Gillespie, Robert J.

Audio-Tutorial Horticulture Learning Units. Final Report.

ED 220 610

Preservice Teachers: Knowledge & Attitudes about Women.

ED 221 521

Glasner, Ingrid D.

Automatic Construction of Explanation Networks for a Cooperative User Interface.

ED 221 213

Glazer, Judith S.

The Politics of Economic Retrenchment in Higher Education.

ED 221 111

Godbey, Geoffrey

The Use of Local Parks by Older Residents of Urban Areas.

ED 221 488

Goldfarb, Sally F., Comp.

Inside the Law Schools. A Guide by Students, for Students. Revised Edition

ED 221 139//

Goldstein, Marcia

Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.

ED 221 598

Goldstein, Marcia L.

What Do Principals Do to Facilitate Change: Their Interventions.

ED 220 962

Gollnick, Donna M.

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.

ED 221 517

Play Programs at Home to Stimulate Growth.
ED 221 007

Lacy, Larry W.
Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.
ED 221 129

Ladd, Helen F.
Tax Limitations in Massachusetts.
ED 220 983

LaHart, David E., Ed.
Solar Economics: A Teacher's Guide.
ED 221 403

Lairon, Mary A.
Developmental Changes in the Induction of Semantic Relations.
ED 221 548

Landeberger, Betty H.
Background Information for Viewing Racial Differences in SAT Scores.
ED 221 302

Relationships between Health Status, Self Esteem and Social Support among Adolescents: Gender and Race Group Differences.
ED 221 263

Lanfranco, Leonard W.
Advertising and Regulation during the New Deal Era, 1933-1941.
ED 220 848

Lao, Rosina C.
Relationships between Cognitive Attributions and Affective Emotions under Success vs. Failure.
ED 220 745

Larson, Gordon A.
Adult Education for the Handicapped. Information Series No. 240.
ED 220 722

LaTorre, Ronald
An Evaluation of the Police Liaison Program. Research Report 81-08
ED 221 615

Latta, E. Michael
State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618

Lattey, Elsa
Foreigner Talk in the U.S. and Germany: Contrast and Comparison.
ED 221 064

Lawson, Elsie H., Comp.
Instructional Materials and School Library Resources.
ED 221 175

Layne, B. H.
The Effects of Training in Writing as a Process on Teacher Attitudes toward Language.
ED 220 844

Pertz, Doris L.
What is the Relationship between Nutrition and Learning?
ED 220 797

Peters, Eileen
Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2.
ED 221 588

Pfau, Richard H.
Education Skills Training Project-Nepal: Final Report and Process Evaluation.
ED 221 432

Phelps, L. Allen
Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659

Phillips-Riggs, Linda
The Relationship between Reading Proficiency, Background Knowledge, and Inferencing Strategies.
ED 220 789

Pierce, Lawrence C.
Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time.
ED 220 965

Pierson, Donald E.
Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project.
ED 221 585

Piestrup, Ann M.
Early Learning of Logic and Geometry Using Microcomputers: Final Report.
ED 221 359

Pitner, Nancy J.
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973

Pla, Myrna
Eventos de Agosto (August Events).
ED 221 334

Poort, Stephen M.
Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.
ED 221 254

Poster, Elizabeth C.
Rationale and Guidelines for a Pre-Crisis Curriculum to Prepare

Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report.
ED 220 976

Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report.
ED 220 975

Swain, Merrill
The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//

Syropoulos, M.
Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792

Syverson, Peter D.
1981 Doctorate Recipients from United States Universities. Summary Report.
ED 221 134

Talbert, Willisteen
Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 585

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 582

Talbot, Gilles L.
The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance.
ED 220 748

The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.
ED 220 747

Tarleau, Alison, T.
Rural Practice: Getting In, Keeping Up, Getting Out.
ED 221 324

Taylor, Elizabeth
Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.
ED 221 142

Taylor, Simone Himbeault
Professional Disclosure, Consumerism, and Counselor Preparation.
ED 220 733

Tealby, Amanda
Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.

the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report.
ED 220 611

Campbell, Creola
Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 584

Campbell, Patricia B.
Survey on the Status of Educational Researchers.
ED 221 576

Campbell, Patricia F.
Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15.
ED 221 367

Campbell, Ronald
Developmental and Remedial Education: A Survey of AACJC American Association of Community and Junior Colleges Members, 1981.
ED 221 247

Canada, Richard M.
What the Secondary Counselor Should Know about College Student Attrition.
ED 220 765

Canale, Michael
The Role of Grammar in a Communicative Approach to Second Language Teaching and Testing.
ED 221 026//

Canipe, Sharon W.
The Law-Focused Education Movement.
ED 221 422

Canipe, Stephen L.
Tying into Computers.
ED 221 371

Cantwell, Zita M.
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.
ED 221 516

Capie, William
Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Cappuccilli, Phyllis J.
Integration Implementation Instruction Improved Writing Skills.
ED 220 850

Carmichael, J. W., Jr.
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.
ED 221 387

Goodman, Victor Brian
Urban Teacher Stress: A Critical Literature Review.
ED 221 611

Goodwin, Laura D.
An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.
ED 221 483

Goslin, Lawrence Warder
District Level Curriculum Leaders in Missouri Schools: Perceptions of Ideal Functions, Competencies and Leadership Style.
ED 220 953//

Goswami, Dixie
Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860

Gough, J. E.
The Use of Study Centres in Four Distance Education Systems.
ED 220 666

Grandy, Jerilee
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518

Granville, Arthur C.
Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308

Greebler, Carol S.
Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

Green, Judith L.
Teaching and Learning: A Linguistic Perspective.
ED 221 539

Greenawald, G. Dale
Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448

Greenstreet, Robert
Cognitive Modification in the Small College.
ED 220 880

Gregory, George, Ed.
Incorporating Skills into Social Studies Programs, K-12.
ED 221 407

Gremmo, Marie-Jose
Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).
ED 221 034

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants

LeBlanc, John F.

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

User's Guide for the Units of the Mathematics-Methods Program.
ED 221 348

Lee, Carolyn

Nutrition. Instructor's Packet. Learning Activity Package.
ED 220 701

Nutrition. Learning Activity Package.
ED 220 700

Observation of Patient. Instructor's Packet. Learning Activity Package.
ED 220 703

Observation of Patient. Learning Activity Package.
ED 220 702

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package.
ED 220 715

Using the Metric System in Health Careers. Learning Activity Package.
ED 220 714

Lee, Mickey M.

Dental Students' Attitudes toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes toward the Handicapped.
ED 221 552

Lefrere, Paul

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.
ED 221 153

Legg, Sue M.

The Use of Precalibrated Item Bank to Establish and Maintain Cutoff Scores: A Case Study of the Florida Teacher Certification Examination.
ED 221 570

Lehr, Terry

The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.
ED 221 491

Leland, Henry

Healthy Preschool Children for Hospitalization.
ED 221 273

Prewitt-Diaz, Joseph O.
The Remigration of the Puerto Rican Student as a Factor in School Adjustment.
ED 221 639
A Study of the Perception Toward School Teachers and Self of the Return Migrant Student.
ED 221 627

Price, Gary E.
Relationship between Learning Style and Students with Learning Disabilities.
ED 220 992

Prussing, John E.
The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.
ED 221 381

Pryde, Philip R.
Toward a Regional Geography of Renewable Electrical Energy Resources.
ED 221 406

Purkey, Stewart C.
Effective Schools A Review.
ED 221 534

Putnam, Lillian R.
What is the Relationship between Nutrition and Learning?
ED 220 797

Putnam, Lynne
A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness.
ED 220 808
A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.
ED 220 807

Quay, Richard H., Comp.
On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.
ED 221 121

Quickel, Rosemary L.
Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Ramey, Alan

ED 221 039

Telzrow, Cathy F.
Reaction Time as a Predictor of PPVT Performance in Preschoolers.
ED 221 306

Tennyson, W. Wesley
Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574

Terrell, Charles
Financing Medical Education, 1982-1983.
ED 221 137

Thawley, John, Ed.
Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.
ED 221 207

Theisen, Barbara Jim
Cross-Cultural Spanking Practices Implications for Parenting and Education.
ED 221 286

Thelin, John R.
Higher Education and Its Useful Past. Applied History in Research and Planning.
ED 221 119//

Thomas, Henrietta K.
Community Schools for Chicago, An Idea Whose Time Has Come? A Special Report to the Chicago Community Schools Study Commission.
ED 220 990

Thomas, Sharon D.
Interlibrary Loan Time and Motion Study, Colorado Western Slope.
ED 221 191

Thompson, Donald L.
The Development of a Model Secondary School Counselor Education Curriculum. Final Report.
ED 220 778

Thompson, Mary B., Ed.
Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women

Carnegie, John W.

Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394

Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397

Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399

Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 402

Carton, Francis M.

Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress).
ED 221 036

Cartwright, Laura

Handbook of Community Resources for Classroom Use.
ED 220 646

Cartwright, Laura W.

Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Casserly, Mary

Collection Development Policy.
ED 221 186

Casserly, Michael

The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Cembalo, Michel

Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).
ED 221 037

Cerio, James E.

Eliminating Self-Defeating Behaviors: New Group Procedures.
ED 220 743

Chafin, Ann E.

Standards for Standard Setting.
ED 221 594

Chandler, Wylda

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 583

Chando, Carl M., Ed.

Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979).

(Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).

ED 221 038

Grengg, Dolores A., Ed.

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.

ED 220 613

Griffin, Barbara

Preservice Teachers: Knowledge & Attitudes about Women.

ED 221 521

Griffin, Gary A.

Staff Development.

ED 221 537

Grimes, Dorothy G.

The English Department, the Teaching of Writing, and the Academic Community: Particle, Wave, and Field.

ED 220 855

Grimes, Mary Loftin

Beyond the Status Quo: Merging Feminist Studies with Teacher Education.

ED 221 514

Groff, Charlotte V.

Some Symptoms, Causes, and Remediations of Dyslexia.

ED 220 814

Groff, Warren H.

Strategic Planning for Community Services and Continuing Education.

ED 221 249

Grossman, Lawrence K.

Coming Together Public Television and Higher Education.

ED 221 128

Grove, Cornelius Lee

Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.

ED 221 613

Gruner, Charles R.

Speaker Ethos, Self-Disparaging Humor, and Perceived Sense of Humor.''

ED 220 879

Gubser, Lyn

Academic Fraud: A Threat to Quality.

ED 221 107

Guralnick, S. A.

Deploying Educational Technology at an Independent, Urban Institution.

ED 220 935//

Gutheil, Barbara M.

Play Therapy with the Nonverbal.
ED 221 280

Levine, Daniel U.
Instructional and Organizational Arrangements for Improving Achievement at Inner City Elementary Schools.
ED 221 636

Levy, Stephen L.
Teaching Multi-Level Foreign Language Classes.
ED 221 056

Lewis, Ray
Community Education in Montana. The Broadview Model.
ED 221 310

Liechti, Carroll D.
Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587

Lightman, Marjorie, Ed.
Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086

Lilly, Edward R.
Organizations: Normatively Speaking.
ED 220 966

Lindheim, Elaine
Standards for Standard Setting.
ED 221 594

Lindsay, Robert M.
A Comparative Study of Teaching Typing Skills on Microcomputers.
ED 220 597

Lingren, Herbert
Competencies Needed in Marriage and Family Life by Category of Adult Development.
ED 220 749

Linke, Russell D., Ed.
Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978).
ED 221 076

Lipson, Joseph I.
Changing Organizational Structures to Capitalize on Technology.
ED 220 921//

Litcher, John H.
Teacher Certification in Consortium-Based Teacher Education.
ED 221 542

Littrell, Mary Ann
The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232.

Assessment Procedures of Reading Attitudes: A Survey of College and University Reading Clinics.
ED 220 825

Ratcliff, Dale L.
Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.
ED 220 608

Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report.
ED 220 609

Rattray-Wood, Laurie, Ed.
Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Redbird, Duke
We Are Metis. A Metis View of the Development of a Native Canadian People.
ED 221 311

Reed, John Shelton
Leisure Time Use in the South: A Secondary Analysis.
ED 221 435

Regent, Odile
Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).
ED 221 037

Reid, Barbara
Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 581

Reid, Gwen
Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
ED 220 582

Reid, Joy M.
The Application of Holistic Grading in an ESL Writing Program.
ED 221 044

Reiter, Madeline
School Achievement and Juvenile Delinquency: A Review of the Literature.
ED 221 009

Resnick, Lauren B.
Syntax and Semantics in Learning to Subtract.
ED 221 386

Richards, Whitman, Ed.
Vision Research for Flight Simulation. Final Report.

Achieve Leadership Positions in Wisconsin's Vocational, Technical, and Adult Education System.
ED 220 613

Thompson, Maynard

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Thorndike, Robert L.

Dilemmas in Diagnosis.
ED 221 027//

Thurber, John C.

Implications for Research: Preparing Principals for Leadership Roles.
ED 220 958

Tiballi, Terry

Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.
ED 221 253

Tikunoff, William J.

Collaborative Research.
ED 221 531

Tivnan, Terrence

Evaluation of a School-Based Early Education Program: Results from the Brookline Early Education Project.
ED 221 585

Tobin, Kenneth G.

Wait-Time and Learning in Science. AETS Outstanding Paper for 1981.
ED 221 353

Todd, Robert

Doing Minnesota.
ED 221 414

Tomasi, David

The Student Trainer Clinical Experience at Lock Haven State College.
ED 221 460//

Toro, Leonor

Eventos de Agosto (August Events).
ED 221 334

Tracey, Terence J.

University of Maryland Origins of Publications in Student Personnel Journals.
ED 220 756

Tramel, Dot

ED 221 091

Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978).

ED 221 090

Channell, Kathy

West Virginia HEITV: A Grassroots Approach to Telecourse Utilization.

ED 221 123

Chapman, Shirley

Metaphors of Change and Models of Inservice.

ED 221 486

Chapman, Warren

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.

ED 220 664

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.

ED 220 663

Chasin, Steven H.

Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981.

ED 221 096

Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981.

ED 221 094

Chevrette, Patricia

Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.

ED 221 523

Chirichiello, John

National Patterns of Science and Technology Resources 1981.

ED 221 363

Choppin, Bruce

Criterion-Referencing of Performance by Latent-Trait Scaling.

ED 221 547

Chu, Leonard L.

Press Criticism and Self-Criticism in Communist China: An Analysis of Its Ideology, Structure, and Operation.

ED 220 830

Clancy, William G., Jr.

Shoulder Problems in Athletes.

ED 221 469//

Clark, Collin, Ed.

California Library Statistics and Directory, 1982. Fiscal Year 1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.

ED 221 225

Clark, Diane J.

Retirement Satisfaction among Coal Miners: A Correlational Study.

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

Gutierrez, Manuel J.
Puerto Rican Youth: Dropping Out and Delinquency.
ED 221 638

Guttentag, Robert
Obligatory Processing of Words in Two Languages by Bilinguals.
ED 221 058

Hall, Gene E.
Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

Hall, Paula Quick
Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328

Halstead, Sue
A Proposed Athletic Training Curriculum Design.
ED 221 467//

Hamar, Rosalind
Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

Hamilton, Stephen F.
The Social Side of Schooling: Ecological Studies of Classrooms and Schools.
ED 221 532

Haney, Walt
Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

Harding-Esch, Edith
Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Harding, Edith
Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.
ED 221 039

Harris, Louis
Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114

Harshman, Carl L.
Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Hartford, Beverly, Ed.
Issues in International Bilingual Education: The Role of the

ED 220 738

Loovis, E. Michael

Physical Education for Special Populations: Beyond P. L. 94-142.

ED 221 515

Love, Robert W.

An Interdisciplinary Course Involving Science and the Humanities. Final Report.

ED 221 233

Lovell, Susan, Ed.

The College Cost Book, 1982-83. Third Edition.

ED 221 116

Lujan, Philip

Communication Reticence of Native Americans in the Classroom: A Reconceptualization and Approach.

ED 221 335

Lunsford, Andrea

On Distinctions between Classical and Modern Rhetoric.

ED 220 866

Luter, Robert R.

Petroleum Marketing. Selling Automotive Products and Services.

ED 220 592

Lutzker, Marilyn

An Approach to Library Research for the Part-Time Undergraduate Student.

ED 221 182

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.

ED 221 192

Lyson, Thomas A.

From High School to Adulthood: A Survey of South Carolina Young People.

ED 221 321

MacGinitie, Walter H.

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.

ED 220 803

Macko, John L.

INTERP: A Computer Simulation Game of the Interpretive Planning Process.

ED 221 379

Madland, Denise

Library Exercises. Revised.

ED 221 177

Majure, Charles E.

The Promissory Power of Self-Interest.

ED 220 856

Malmquist, Eve, Comp.

ED 220 599

Richardson, Gerald A.
Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648

Richardson, Julia K.
How to Apply for the Professional Counselor License.
ED 220 771
Professional Counselors Licensure Preparation Study Session Booklet.
ED 220 772

Rif, Agnete
Physical Education and Sport in the Danish Schools.
ED 221 519

Rigas, Anthony L.
Video Outreach Graduate Program.
ED 221 113

Riley, Bob E.
Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation.
ED 221 543

Riley, Dan
Strength Training: Program Organization and Proper Neck Development.
ED 221 478//

Ritter, James R.
Socioeconomic and Attitudinal Variables as Predictors of Voting Behavior in School Financial Referenda.
ED 220 951//

Rivera, Charlene
Bilingual Education Tradition in the U.S.: Transition vs. Maintenance Models.
ED 221 051
Language Proficiency Assessment: Research Findings and Their Application.
ED 221 025//

Rizza, Peter J., Jr.
How Can We Best Produce Courseware? (The Process of Courseware Development).
ED 220 945//

Robinault, Isabel P.
A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.
ED 220 681

Robinette, Dan
Interpreters Theatre as Confirmed by New York Productions.
ED 220 893

Robinson, Nancy M., Ed.
Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.
ED 221 560

The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
ED 220 649

Treadway, Linda
Developing Objective Criteria for Evaluating Student Athletic Trainers.
ED 221 461//

Troob, Charles
Accuracy of Data in a Computerized Student Record System for a Large District.
ED 220 963

Trostle, Susan L.
Facilitating Creative Thought through Object Play in Young Children.
ED 221 301

Turker, A. Vural
Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.
ED 221 626

Turlington, Barbara
The Research Universities and Their Patrons.
ED 221 088//

Turner, Dayton Ray
Transporting Handicapped Students.
ED 221 000

Transporting Handicapped Students: Driver Manual.
ED 221 001

Turner, Trevor
Moral Education and the Curriculum Process: A Case Study of Jamaica.
ED 221 409

Turner, W. E.
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586

Tuscher, Leroy J.
School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
ED 221 160

Tzeng, Ovid J. L.
Cognitive Processing of Various Orthographies.
ED 221 060

Uerling, Donald F.
Evidence Law for Teacher Employment Termination Hearings.
ED 220 952//

Ullmann, Rebecca
L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet.

ED 220 764

Clark, Linda L.
The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.

ED 221 442

Clark, Raymond C.
Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.

ED 221 015

Clarkson, Philip, Ed.
Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).

ED 221 355

Clift, Arlene L.
If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper.

ED 221 443

Cline, Carolyn
The Fear of Lying: Examining a Source of Bias for PR Students in an Ethics Course.

ED 220 834

Close, Gillian Susan
Children's Understanding of Angle at the Primary/Secondary Transfer Stage.

ED 221 383

Cochran, Kathryn F.
Toward an Information Processing Analysis of Field-Independence.

ED 221 551

Cohen, Arthur M.
Update on Research on the Humanities in Community Colleges.

ED 221 231

Cole, Nancy S.
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.

ED 221 573

Colligan, Robert C.
Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening.

ED 221 270

Collins, Margaret
Accountability and Standards in Student Affairs.

ED 221 260

Compton, Rod
Implementing a Clinical Experience for Student Trainers.

ED 221 459//

Cook-Fuller, Charlotte

Vernacular.
ED 221 018//

Hartlage, Lawrence C.
Reaction Time as a Predictor of PPVT Performance in Preschoolers.
ED 221 306

Hartle, Helen
Teaching Handicapped Students in the Regular Classroom: State
Preservice Certification Requirements and Program Approval Standards.
ED 221 513

Hatala, Catherine C.
Community College of Philadelphia A Humanities Component
Collaboration The 4 C's in Kensington High School.
ED 220 853

Hauck, Philomena
Judy Blume and Beyond.
ED 220 859

Hauge, Lawrence Jessen
An Analysis of Administrator Perceptions Concerning the Impact of the
1977 Basic Education Act as Amended.
ED 220 991//

Haugen
A Guide to Teaching Creative Writing: Poetry.
ED 220 864

Haugen, Nancy S., Ed.
A Guide to the Teacher's Role in the Writing Program.
ED 220 865

A Guide to Writing Local History.
ED 220 862

When Our School Talks, the Community Listens A Guide to Public
Communications for Writing Programs.
ED 220 863

Haugo, John E.
Managing Technology Change. MECC: A Management History.''
ED 220 932//

Hausman, John
The Prison Press.
ED 220 900

Hayes, Cheryl D., Ed.
Families That Work: Children In a Changing World.
ED 221 631//

Hayes, Philip J.
Automatic Construction of Explanation Networks for a Cooperative User
Interface.
ED 221 213

Haymes, Steven
Student Perceptions of Religion and Campus. (A Survey: Fall Semester,
1981.)
ED 221 115

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.
ED 220 804

Malvin, Janet
Evaluation of Two Alternatives Programs for Junior High School Students.
ED 221 606

Malvin, Janet H.
Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.
ED 221 605

Mamarchev, Helen L.
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 .
ED 220 746

Mann, Walter G., Jr.
A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands.
ED 221 596

Maria, Katherine
Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Markey, Karen
Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

Marsden, Peter V.
Leisure Time Use in the South: A Secondary Analysis.
ED 221 435

Marshall, Geraldine
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040

Marson, Arthur A.
Testing of a Program Evaluation Model: Final Report.
ED 221 240

Martin, Donald
The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239

Martin, Maggie
The Counselor's Role in the Dilemma of the Developmental Student in Junior and Community Colleges.
ED 221 239

Martinez, Tomas
Developing Mental Health Delivery Systems for the Urban

Rodgers, Beverly
Organizing for Social Science/Citizenship Improvement: A Rural Approach.
ED 221 412

Rodriguez, Harmony
Natalie Clifford Barney: An Annotated Bibliography.
ED 220 847

Rodriguez, Victor, Ed.
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.
ED 221 053

Roessler, Richard T.
A Comparison of Job Development Strategies in Rehabilitation.
ED 220 680

Rogers, Donald P.
Measuring Organizational Communication Variables.
ED 220 888

Rogers, Luella P.
High School Press Pressures.
ED 220 891

Rosenshine, Barak
Teaching Functions in Instructional Programs.
ED 221 538

Rosenzweig, Robert M.
The Research Universities and Their Patrons.
ED 221 088//

Rosner, Frieda
The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
ED 221 518

Rossi, Joseph S.
Perception of Women in Magazine Advertising.
ED 220 780

Rossi, Susan R.
Perception of Women in Magazine Advertising.
ED 220 780

Rosman, Neil
Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.
ED 221 235

Rothchild, Lee
Fitting In'': Register Shifting in a Second Language.
ED 221 020

Rouner, Donna
The Relationship between Active Viewing of Different Television

ED 221 021

Ulrich, Walter

A Judicial Paradigm for the Evaluation of Debates.

ED 220 895

The Use ana Misuse of Evidence in Debate.

ED 220 896

Unwin, Derick, Ed.

Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979).

ED 221 077

Urff, Donna M.

Student Affairs Communication with Faculty: An Analysis.

ED 221 099

Withdrawing/Nonreturning Students at the University of North Dakota.

ED 221 098

Vaidya, Narendera

The Mathematical Structures Underlying Adolescent Thought.

ED 221 385

Researches on Adolescent Thought: A Framework.

ED 221 354

Valentine, Thomas

An Examination of the Validity of Two Item Classification Schemes for the Reading Comprehension Subtest of the Tests of Adult Basic Education.

ED 220 811

Valisno, Mona D.

Assessment and Non Formal Education: The Philippine Experience.

ED 220 570

Van Camp, C. Gregory

Bridging the Chasm between Telecommunications and Higher Education.

ED 220 940//

Vance, Victor S.

Recruitment, Selection and Retention: The Shape of the Teaching Force.

ED 221 541

Vande Kopple, William J.

Subjective Readability Experiments on Topically Linked Expository Paragraphs and Their Variants.

ED 220 817

Vasek, Jeffrey R.

Effective Classroom Communication. Inservice Instructional Unit VIIA.

ED 220 643

Vestal, Anita

New Director's Manual: An Orientation Manual for New Head Start Directors in Region III.

ED 221 300

Vittetoe, Jerry

Why Teach Population Education?

ED 221 431

Cook, Donna Logsdon

Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.

ED 220 827

Cope, George H.

Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.

ED 220 635

Cope, Judith L., Ed.

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.

ED 220 716

Copeland, Nora S., Comp.

Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual.

ED 221 226

Cordova, Rose Mary

Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.

ED 220 637

Corrigan, Dennis M.

Valuation and Presentation Conventions in News Communication: A Formula for Measurement.

ED 220 835

Cotera, Martha P., Comp.

Checklists for Counteracting Race and Sex Bias in Educational Materials.

ED 221 612

Covington, Helen C.

Using Bloom's Taxonomy for Precision Planning and Creative Teaching in the Developmental Math Classroom.

ED 221 253

Cronnell, Bruce

Computer-Based Practice in Editing.

ED 220 869

Regularity and Irregularity in English Spelling and in Spelling Instruction.

ED 220 867

Crosby, Jeanie

Study of Georges Valley High School Drop Out Program.

ED 220 768

Haynes, Lathrop T.
Testing Some Assumptions About On-Level Versus Out-of-Level Achievement Testing.
ED 221 573

Heaton, Tim B.
The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.
ED 221 630

Heimericks, Belinda K.
Psychiatric Aide II. Instructor's Guide.
ED 220 605

Henderson, Louise B.
NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Henderson, Wm. Edward, Jr.
Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.
ED 220 579

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education.
ED 220 580

Hendin, Herbert
Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.
ED 220 769

Hendrickson, James M.
Listening and Speaking Activities for Foreign Language Learners: Second Collection.
ED 221 045

Hendrickson, Jo Mary
Usng Low Achievers to Tutor Reading and Mathematics.
ED 221 003

Henk, William A.
Neurological Impress and Reading: How and Why?
ED 220 815

Hensley, Wayne E.
The Effect of Topic Salience on the Responses to Different Item Orders.
ED 220 872

Hershfield, Allan E.
Developing Technology to Enhance the Educational Process.
ED 220 918//

Hertel, Paula T.
Interference in Sentence Memory.
ED 220 823

Bilingual/Bicultural Family.
ED 221 320

Martynowych, Orest T.
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.
ED 221 609

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.
ED 221 608

Mason, Jana
When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Mason, Jana M.
Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

Massetti-Miller, Karen
Symbols of Sexual Separation and Androgyny in Myth and Religion.
ED 221 453

Massey, Sara R.
Study of Georges Valley High School Drop Out Program.
ED 220 768

Masters, Geoff N.
Looking Ahead in Educational Testing and Assessment.
ED 221 599

Mata, Robert L.
Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Matkin, Ralph E.
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.
ED 220 737

Maull, Kimball
Injuries to the Abdomen and Thorax: Diagnostic and Therapeutic Considerations.
ED 221 472//

May, Terry Jon
Personnel Selection in Texas Public Schools.
ED 220 950//

Mayer, Victor J., Ed.
Investigations in Science Education, Volume 8, Number 3.
ED 221 360

Content Types and Individual Perception of a Mean World.
ED 220 831

Rouson, William E.
A Training Guide for Peer Group Counselors. Revised.
ED 220 763

Roy, Steven
The Use of Drugs in Sports.
ED 221 476//

Ruback, R. Barry
Occupational Sex Roles and Occupational Prestige.
ED 220 767

Rubin, Joan
How to Tell When Someone is Saying   Nc'' Revisited. Professional Papers.
ED 221 059

Rubinstein, Sherry A.
The State of the Art of Teacher Certification Testing.
ED 221 578

Rudolph, Marva
Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Ruff, Teresa C.
Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.
ED 220 612

Ruiz, Rene A., Ed.
Chicano Aging and Mental Health.
ED 221 312

Runge, Lillian
Confidentiality.'' Instructor's Packet. Learning Activity Package.
ED 220 695
Confidentiality.'' Learning Activity Package.
ED 220 694
The Surgical Scrub. Instructor's Packet. Learning Activity Package.
ED 220 709
The Surgical Scrub. Learning Activity Package.
ED 220 708
Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.
ED 220 713
Temperature, Pulse, and Respiration. Learning Activity Package.
ED 220 712

Data Processing Volume I. Instructor's Guide.

ED 220 604

Vivo, Paquita, Comp.

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.

ED 221 635

Volcani, Yanon

Sandtray Play: Children's Fantasy Play and Parental Caregiving Perceptions.

ED 221 282

von Raffler-Engel, Walburga

The Coordination of Verbal and Nonverbal Interaction towards Three Parties: The Analysis of a Talk Show.

ED 220 901

vonFeldt, James R.

A Description of the DAVID Interactive Instructional Television System and Its Application to Post High School Education of Deaf.

ED 220 938//

Voeler, Skip

Evaluating Student Athletic Trainers with Objective Criteria.

ED 221 463//

Waggaman, John S.

A Policy and Program Evaluation of the Statewide Course Numbering System.

ED 221 089

Surrogate Learning Measures: Credit, Other Units and Non-Credit.

ED 221 081

Wagoner, Valerie J.

Duval County Follow Through Final Evaluation Report, 1981-1982.

ED 221 602

Wald, Benji

On Assessing the Oral Language Ability of Limited-English Proficient Students: The Linguistic Bases of the Noncomparability of Different Language Proficiency Assessment Measures.

ED 221 031//

Waller, Robert

Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978).

ED 221 155

Typography for Graphic Communication and Typographic Access Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.

ED 221 152

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).

ED 221 151

Acton-Boxborough School District, Acton, Mass.
Understanding Aging: A Curriculum for Grades K-6.
ED 221 451

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Annotated Directory of Exemplary Family Based Programs. Revised Edition.
ED 221 276

Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity.
ED 221 284

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.
ED 221 293

Administration on Aging (DHHS), Washington, D.C.
A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.
ED 220 761

Advanced Research Projects Agency (DOD), Washington, D.C.
Automatic Construction of Explanation Networks for a Cooperative User Interface.
ED 221 213

AFS International/Intercultural Programs, Inc., New York, N.Y.
Improving Intercultural Learning through the Orientation of Sojourners. AFS Occasional Papers in Intercultural Learning, No 1.
ED 221 613

Agency for International Development (Dept. of State), Washington, D.C.
Education Skills Training Project-Nepal: Final Report and Process Evaluation.
ED 221 432

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.
Costs at U.S. Educational Institutions, 1982/83.
ED 221 146

Air Force Human Resources Lab., Brooks AFB, Texas.
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.
ED 220 600

Air Force Human Resources Lab., Williams AFB, Ariz.
Vision Research for Flight Simulation. Final Report.
ED 220 599

Alabama Univ., University. Inst. of Higher Education Research and Services.
Final Report on Project Growth at the University of Alabama for the

Commission des Communautes Europeennes (Luxembourg).
The Educational Systems in the European Community: A Guide.
ED 220 993//

Community Service Society of New York, N.Y.
Day Care and the Working Poor: The Struggle for Self-Sufficiency.
ED 221 266

Comptroller General of the U.S., Washington, D.C.
Adverse Opinion on the Financial Statements of the Student Loan Insurance Fund for the Fiscal Year Ended September 30, 1980. Report to the Congress.
ED 221 112

Congress of the U.S., Washington, D.C. Congressional Budget Office.
CETA Training Programs: Do They Work for Adults?
ED 220 601

Dislocated Workers: Issues and Federal Options. Background Paper, A CBO Study.
ED 220 602

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
The Educational Testing Act of 1981. Joint Hearings before the Subcommittee on Elementary, Secondary and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session (July 21, 22, November 4, 5, 1981) on H.R. 1662: To Require Certain Information Be Provided to Individuals Who Take Standardized Educational Admissions Tests, and for Other Purposes.
ED 221 561

Oversight Hearing on the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 221 283

Oversight Hearing on Tribally Controlled Community College Assistance Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.
ED 221 238

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Symposium on Minorities and Women in Science and Technology. Serial AA.
ED 221 378

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Copyright Office, the U.S. Patent and Trademark Office, and the Copyright Royalty Tribunal. Oversight Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (March 4 and June 11, 1981).

Machine Shop Fundamentals: Part I.
ED 220 638

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
ED 220 634

Self-Development for Native American Adults.
ED 220 632

Illinois State Board of Education, Springfield. Dept. of Planning, Research and Evaluation.

Illinois Public School Enrollment Analyses and Projections.
ED 220 980

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Differentials in Characteristics between Parent Group Members and Non-Members.
ED 221 012

Illinois Univ., Champaign. Coll. of Education.

Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659

Illinois Univ., Champaign. Graduate School of Library Science.

Map Classification: A Comparison of Schemes with Special Reference to the Continent of Africa. Occasional Papers, Number 154.
ED 221 195

Illinois Univ., Urbana. Center for the Study of Reading.

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.
ED 220 820

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.
ED 220 821

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Illinois Univ., Urbana. Dept. of Psychology.

Individual Differences and Time-Sharing Ability: A Critical Review and Analysis.
ED 221 550

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Assessing the Impact of Vocational Education Research and Development

National Association for the Education of Young Children, Washington, D.C.

Group Games in Early Education: Implications of Piaget's Theory.
ED 221 294

National Association of Medical Minority Educators, Washington, DC.

Financing Medical Education, 1982-1983.
ED 221 137

National Center for Bilingual Research, Los Alamitos, Calif.

Cognitive Assessment of Asian Americans. Professional Paper.
ED 221 628

Cognitive Processing of Various Orthographies.
ED 221 060

How to Tell When Someone is Saying No'' Revisited. Professional Papers.
ED 221 059

Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.
ED 221 053

Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.
ED 221 632

The Self-Concept of Bilingual Asian-American Children. Professional Paper.
ED 221 633

National Center for Education Statistics (ED), Washington, DC.

Characteristics of Black Postsecondary Students.
ED 221 124

Characteristics of Postsecondary Students Twenty-Five Years and Older.
ED 221 125

Characteristics of Women Postsecondary Students.
ED 221 126

NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Statistics of Library Networks and Cooperative Organizations, 1977-1978.
ED 221 228

Statistics of Public Libraries, 1977-1978.
ED 221 229

National Coll. of Education, Evanston, Ill.

Library Research and Computer Search Module, Revised Edition. National College of Education: Field Experience Programs.
ED 221 220

National Commission for Employment Policy (DOL), Washington, D.C.

CETA Training Programs: Do They Work for Adults?
ED 220 601

National Dairy Council, Rosemont, Ill.

Nutrition Education Research: Directions for the Future.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

Kindergarten in the 80's: Teachers Handbook.
ED 221 303

North Carolina State Div. of Emergency Management, Raleigh.

Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

Leisure Time Use in the South: A Secondary Analysis.
ED 221 435

North Central Regional Center for Rural Development, Ames, Iowa.

Assessment of the Nature and Impact of Coordination between Organizations: Summary of a Research Network's Findings.
ED 220 982

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Involving Parents in Your School Parents and Teachers Together!
ED 221 289

North Dakota Univ., Grand Forks. Div. of Student Affairs.

Student Affairs Communication with Faculty: An Analysis.
ED 221 099

Withdrawing/Nonreturning Students at the University of North Dakota.
ED 221 098

Northern Illinois Univ., DeKalb. Libraries.

Research in Education: A Guide to Selected Research Reference Sources.
ED 221 166

Northwest Regional Educational Lab., Portland, Oreg.

Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

NRTA-AARP Andrus Foundation, Washington, D.C.

Elderly Multiple Victims: More Frequent than Commonly Thought?
ED 220 760

The Use of Local Parks by Older Residents of Urban Areas.
ED 221 488

Oak Ridge Associated Universities, Tenn.

Energy Adventure.
ED 221 351

Manpower Requirements in the Nuclear Power Industry, 1982-1991.
ED 220 682

Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.
ED 220 688

Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.
ED 220 691

Oakton Community Coll., Des Plaines, IL.

HELP. Handbook for English Language Paraprofessionals.
ED 220 658

OCLC Online Computer Library Center, Inc., Dublin, Ohio.

State Univ. of New York, Albany. School of Education.

Proceedings of the Symposium on the Effects on Technology of a Vanishing Species: Mathematics and Science Teachers.

ED 221 356

TAFE National Centre for Research and Development, Payneham (Australia).

TAFE Projects in Progress. No. 1.

ED 220 657

TDR Associates, Inc., Newton, Mass.

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.

ED 221 625

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.

ED 221 623

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.

ED 221 624

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.

ED 221 622

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.

ED 220 590

Texas A and M Univ., College Station. Coll. of Education.

Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.

ED 221 525

A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction.

ED 221 524

Research in Effective Classroom Instruction: Implications for Preservice and Inservice Education.

ED 221 523

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.

ED 220 776

Texas Education Agency, Austin.

Interpreting Assessment Reports - TABS 1982: A Guide for Interpreting and Using Results from TABS Texas Assessment of Basic Skills.

ED 221 584

Period November 1, 1978 to October 31, 1981.
ED 221 509

Project Growth: A Program at the University of Alabama for the Identification and Support of Women and Minorities in Educational Research and Leadership.
ED 221 489

Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.
ED 221 626

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Selected Bibliography of Arab Educational Materials, Vol. 4, No. 2, 1979.
ED 221 438

Alaska Univ., Juneau. Southeastern Region.

Life Skills for Women in Transition.
ED 220 774

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Alberta Dept. of Education, Edmonton.

Early Childhood Services: Philosophy, Goals and Program Dimensions, 1982. Interim Edition.
ED 221 287

American Association for Higher Education, Washington, D.C.

Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147

American Association for the Advancement of Science, Washington, D.C.

Problems and Solutions in the Education, Employment and Personal Choices of Minority Women in Science.
ED 221 328

Puerto Ricans in Science and Biomedicine: Report of a Conference.
ED 221 350

American Association of Colleges for Teacher Education, Washington, D.C.

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.
ED 221 517

Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
ED 221 513

ED 221 227

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Plans for a New GI Education Program for the All-Volunteer Military. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Seventh Congress, Second Session.

ED 220 686

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Every Ninth American (1982 Edition). An Analysis for the Chairman of the Select Committee on Aging. House of Representatives. Ninety-Seventh Congress. Second Session.

ED 220 672

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.

ED 220 783

Oversight on Community Services Administration, Child Abuse Prevention and Treatment, and Adoption Opportunities, and Native American Programs Act. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session.

ED 221 314

Oversight on Impact of Federal Student Aid Reductions. Examination on the Impact of Federal Student Aid Reductions on Students, Their Families, and Institutions of Higher Education. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (Burlington, Vermont, December 7, 1981; Storrs, Connecticut, February 19, 1982).

ED 221 117

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

United States History Curriculum Guide. Grade 11.

ED 221 411

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

The Development of a Model Secondary School Counselor Education Curriculum. Final Report.

ED 220 778

Connecticut State Migratory Children's Program, New Haven.

Eventos de Agosto (August Events).

ED 221 334

Connecticut Univ., Storrs. Inst. of Public Service.

Education Skills Training Project-Nepal: Final Report and Process

on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.
ED 220 670

Core II Materials for Rural Agricultural Programs. Units A-D.
ED 220 689

Core II Materials for Rural Agriculture Programs. Units E-H.
ED 220 690

Illinois Vocational Home Economics Curriculum Guide.
ED 220 639

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II.
ED 221 430

Indiana Univ., Bloomington. Mathematics Education Development Center.

Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Awareness Geometry. Mathematics-Methods Program Unit.
ED 221 340

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Measurement. Mathematics-Methods Program Unit.
ED 221 343

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.
ED 221 339

Transformational Geometry. Mathematics-Methods Program Unit.
ED 221 341

User's Guide for the Units of the Mathematics-Methods Program.

Proceedings .

ED 221 405//

National Endowment for the Arts, Washington, D.C.

Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices.

ED 221 421

Leisure Time Use in the South: A Secondary Analysis.

ED 221 435

National Endowment for the Humanities (NFAH), Washington, D.C.

A Guide to Teaching Creative Writing: Poetry.

ED 220 864

A Guide to the Teacher's Role in the Writing Program.

ED 220 865

A Guide to Writing Local History.

ED 220 862

Humanities and the Art of Being.

ED 221 244

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.

ED 220 863

1981 Doctorate Recipients from United States Universities. Summary Report.

ED 221 134

National Evaluation Systems, Inc., Amherst, Mass.

The State of the Art of Teacher Certification Testing.

ED 221 578

National Inst. for Educational Research. Tokyo (Japan).

The Development of Secondary Education in Japan after World War II.

ED 221 437

National Inst. for Work and Learning, Washington, D.C.

Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.

ED 220 603

National Institutes of Health (DHHS), Bethesda, Md.

Human Learning and Behavior: 1981 Research Programs of the National Institute of Child Health and Human Development.

ED 221 291

Puerto Ricans in Science and Biomedicine: Report of a Conference.

ED 221 350

1981 Doctorate Recipients from United States Universities. Summary Report.

ED 221 134

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Inducing Strategic Learning from Texts by Means of Informed, The American Public Library. Research Report.

ED 221 222

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.

ED 221 165

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).

ED 221 054

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).

ED 221 055

Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.

ED 221 308

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.

ED 221 307

Office of Civil Rights (ED), Washington, DC.

Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.

ED 221 560

Office of Education (DHEW), Washington, D.C.

Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association.

ED 220 683

Doing History.

ED 221 413

Doing Minnesota.

ED 221 414

Estimating the Economic Impact of Vermont Institutions on Their Local Economies.

ED 221 122

Images of a Rural Teacher Center.

ED 221 487

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B.

ED 220 678

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.

ED 220 677

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

Recreation Expenditures by U. S. Consumers, 1929-1979. Publication T-6-135.
ED 221 485

Texas Univ., Austin.

Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
ED 221 619

Texas Univ., Austin. Center for Occupational Curriculum Development.

Drugstore Merchandising.
ED 220 593

Petroleum Marketing. Selling Automotive Products and Services.
ED 220 592

Sporting Goods. Fishing and Hunting Equipment.
ED 220 591

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

Promoting Great Teaching. 1982 Institute on Staff Development Proceedings (Austin, Texas, May 25-28, 1982).
ED 221 250

Texas Univ., Austin. Research and Development Center for Teacher Education.

Describing the Concerns Principals Have about Facilitating Change.
ED 220 960

Effects of Principal Interventions on Teachers during the Change Process.
ED 220 959

An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.
ED 221 600

Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.
ED 221 598

Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

Thomasville Board of Education, Ga.

Family Assessment Process Manual.
ED 220 784

To Educate the People Consortium, Detroit, MI.

College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.
ED 221 101

Toronto Univ. (Ontario). Inst. for Policy Analysis.

American Association of Colleges of Pharmacy, Bethesda, Md.

Enrollment Report on Graduate Degree Programs in Pharmacy, Fall 1981.
ED 221 096

Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1981.
ED 221 094

American Association of School Administrators, Arlington, Va.

The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

American Association of School Administrators, Arlington, VA. Office of Minority Affairs.

Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

American Association of State Colleges and Universities, Washington, D.C.

Academic Fraud: A Threat to Quality.
ED 221 107

Impressions of China 1981. A Report by the Delegation of the American Association of State Colleges and Universities to the People's Republic of China (June 19-July 11, 1981).
ED 221 108

Visions and Decisions. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (21st, Colorado Springs, Colorado, November 8-11, 1981).
ED 221 106

American Coll. Personnel Association, Washington, D.C. Commission III - Task Force on Living Learning Centers.

The Application of Territoriality: Its Scope and Impact.
ED 220 744

American Council of Life Insurance, Washington, D.C. Education and Community Services.

Company-College Links: Examples of What Works A University Advisory Council Report.
ED 221 144

American Council on Education, Washington, D.C.

New England's Vital Resource: The Labor Force.
ED 221 074

American Educational Research Association, Washington, D.C.

Survey on the Status of Educational Researchers.
ED 221 576

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

The Design of a Snark That Is Not a Boojum: Learning from Evaluation.
ED 221 415

American Institutes for Research, Washington, D.C.

Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.

Evaluation.
ED 221 432

Conserva, Inc., Raleigh, N.C.
Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

Volunteers in Vocational Education. Field Test Report.
ED 220 655

Coordinating Committee on Research in Vocational Education (ED), Washington, D.C.
State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618

Corporation for Public Broadcasting, Washington, D.C.
Writing for Instructional Television.
ED 221 158

Corwith-Wesley Community School District, Corwith, IA.
Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

Council for Advancement and Support of Education, Washington, D.C.
An Introduction to Annuity, Charitable Remainder Trust, and Bequest Programs. Second Edition.
ED 221 138

Council for Cultural Cooperation, Strasbourg (France).
Language Learning for Special Purposes: Methodological Proposals. Modern Languages Project. Working Paper.
ED 221 052

Council of Ontario Universities, Toronto.
Manpower Planning and Higher Education Policy.
ED 221 080

Council of the Great City Schools, Washington, D.C.
The Effect of Tuition Tax Credits on Urban Schools.
ED 221 641

Council on Library Resources, Inc., Washington, D.C.
The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.
ED 221 190

Pilot Test of the Online Public Access Catalog Project's User and Nonuser Questionnaires. Final Report.
ED 221 165

A Survey of the Cataloging in Publication Program. Final Report.
ED 221 215

Coventry Education Authority (England).
Investigation into the Present State of Language Proficiency Tests and the Possible Use and Development of Communicative Tests for English as a Second Language.
ED 221 040

ED 221 348

Indiana Univ. of Pennsylvania.

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.

ED 220 716

Indiana Univ., South Bend. Div. of Education.

Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980. Phase II.

ED 221 430

Indian Hills Community Coll., Ottumwa, Iowa.

Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.

ED 221 254

Informatics, Inc., Rockville, Md.

Implementation of an Annual Economic Data Series on Arts and Cultural Organizations. Final Report on Phase I, Volume 1, Narrative and Volume 2, Appendices.

ED 221 421

Institute for Educational Leadership, Washington, D.C.

Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981).

ED 220 916

Institute for Research in History, New York, NY.

Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).

ED 221 086

Institute for Services to Education, Inc., Washington, D.C.

Minority Servicing Institutions: A Status Report.

ED 221 132

Systemwide Student Tracking and Retention Programs. A Special Seminar.

ED 221 131

Institute for the Crippled and Disabled, New York, N.Y. Research Utilization Lab.

A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.

ED 220 681

Institute of International Education, New York, N.Y.

Costs at U.S. Educational Institutions, 1982/83.

ED 221 146

Institute of Nuclear Power Operations. Atlanta, GA.

Manpower Requirements in the Nuclear Power Industry, 1982-1991.

ED 220 682

Institution of Engineers (India).

Proceedings. National Seminar on Educating the Engineer of the Future (Bangalore, India, January 7-10, 1979).

Self-Control Training. Technical Report No. 262.

ED 220 820

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.

ED 221 630

National Inst. of Education (DHEW), Washington, D.C.

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.

ED 221 167

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations.

ED 221 517

National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

The Effects of State Centralization on Administrative and Macrotechnical Structure in Contemporary Secondary Schools.

ED 220 985

National Inst. of Education (ED), Washington, DC.

Adult Education for the Handicapped. Information Series No. 240.

ED 220 722

Bibliography of Publications, 1982 Supplement.

ED 221 224

Black Feminism and Race Uplift,'' 1890-1900. Working Paper.

ED 221 445

Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.

ED 221 444

Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.

ED 220 729

Career Education: Collaboration with the Private Sector. Information Series No. 246.

ED 220 728

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.

ED 220 664

Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 .

ED 220 746

A Changing Federalism: The Condition of the States.

ED 220 915

Cognitive Assessment of Asian Americans. Professional Paper.

ED 220 620

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.

ED 220 679

Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2.

ED 220 720

Testing of a Program Evaluation Model: Final Report.

ED 221 240

Office of Education (DHEW), Washington, D.C. Teacher Corps.

Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.

ED 220 989

Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Six American Histories.

ED 221 416

Office of International Education (ED), Washington, DC.

The Educational System of Yugoslavia. Education around the World.

ED 221 454

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Individual Differences and Time-Sharing Ability: A Critical Review and Analysis.

ED 221 550

Office of Nuclear Power Systems (DOE), Washington, DC.

Manpower Requirements in the Nuclear Power Industry, 1982-1991.

ED 220 682

Office of Personnel Management, Washington, D.C.

A Multipurpose Analysis of Clerical and Administrative Positions in the U.S. Virgin Islands.

ED 221 596

Office of Refugee Resettlement (DHHS), Washington, D.C.

Orientation to Employment in the U.S. for Refugees Chinese.

ED 221 049

Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.

ED 221 050

Orientation to Employment in the U.S. for Refugees Khmer.

ED 221 048

Orientation to Employment in the U.S. for Refugees Lao.

ED 221 047

Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.

ED 221 046

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).

ED 221 103//

Trust, Inc., Chicago, Ill.

Linking Employment and Training Programs with Economic Development. A Review of the 1978 Comprehensive Employment and Training Act and Administrative Regulations and Other Relevant Federal Legislation and Programs.

ED 220 603

United Federation of Teachers, New York, N.Y.

Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.

ED 221 516

United Methodist Church, Nashville, Tenn. Board of Higher Education and Ministry.

Black Students of United Methodist-Related Colleges and Universities: An Enrollment Profile.

ED 221 133

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Guidelines for the Establishment and Development of Monolingual Thesauri. Second Revised Edition.

ED 221 173

Intergovernmental Council of the International Programme for the Development of Communication (Acapulco, January 18-25, 1982). Second Session. Final Report.

ED 220 874

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).

ED 221 002

Libraries and National Development (Final Report of the Third Afro-Nordic Library Conference, Finland, September 3-7 1979).

ED 221 176

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Moral Education and the Curriculum Process: A Case Study of Jamaica.

ED 221 409

United Negro College Fund, Inc., New York, N.Y.

Minority Servicing Institutions: A Status Report.

ED 221 132

University of Central Florida, Orlando.

A Report of Selected Residential Continuing Education Centers in the United States.

ED 220 860

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
1980-81 Graduate Student Survey. AIP Report.
ED 221 095

American Library Association, Chicago, Ill.
Survey of Library Service in Local Correctional Facilities.
ED 221 169

American Oil Co., Chicago, Ill.
Energy Adventure.
ED 221 351

American Pharmaceutical Association, Washington, DC.
Standards of Practice for the Profession of Pharmacy.
ED 221 072

American River Junior Coll., Sacramento, Calif.
Master Teaching Experiences for Introductory Psychology.
ED 221 410

American Vocational Education Research Association, Washington, D. C.
State Level Perspectives on Research Programming for the 1980's: A North Carolina View.
ED 220 618

Andrew W. Mellon Foundation, New York, N.Y.
New England's Vital Resource: The Labor Force.
ED 221 074

Appalachia Educational Lab., Charleston, W. Va.
Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.
ED 221 490
The Regional Parenting Surveys: Base Sample Survey. Technical Report.
ED 221 305

Appalachian Regional Commission, Washington, D.C.
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH.
ED 220 717
Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641
Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642
Effective Classroom Communication. Inservice Instructional Unit VIIA.
ED 220 643
Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA.
ED 220 644
Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645
Handbook of Community Resources for Classroom Use.

CRC Education and Human Development Inc., Belmont, Mass.

Getting Involved: Basic Educational Skills Bibliography. Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity.

ED 221 284

Creative Associates, Inc., Washington, D.C.

Parent Involvement in Day Care: A Resource Manual for Day Care Providers.

ED 221 293

Cuyahoga Special Education Service Center, Maple Heights, OH.

Reaction Time as a Predictor of PPVT Performance in Preschoolers.

ED 221 306

Davis County School District, Farmington, Utah.

Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.

ED 221 433

Delaware State Dept. of Public Instruction, Dover.

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.

ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.

ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.

ED 220 969

Denver Univ., Colo.

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.

ED 220 826

Department of Agriculture, Washington, D.C. Science and Education Administration.

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.

ED 221 105

Department of Education, Washington, DC.

Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual.

ED 221 226

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.

ED 221 586

ED 221 370

InterAmerica Research Associates, Rosslyn, Va.

Language Proficiency Assessment: Research Findings and Their Application.

ED 221 025//

International Federation of Library Associations, The Hague (Netherlands).

Library Services to Hospital Patients and Handicapped Readers Libraries and the Deaf The Hidden Society and Social Achievements of the RSFSR in Providing the Blind with Books.

ED 221 154

International Reading Association, Newark, Del.

Handbook on Comparative Reading: An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading.

ED 220 804

Iowa State Dept. of Public Instruction, Des Moines.

Indian Hills Community College Vocational Outreach Program: Business/Industry and Indian Hills...Partners in Progress.

ED 221 254

On Reading and Writing. Iowa Monograph.

ED 220 806

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Iowa's Severity Rating Scales for Communication Disabilities: Preschool, Ages 2-5 Years.

ED 221 013

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

The Formal/Informal Dimension in Perceptions of Counselor Dress. Journal Paper No. 232.

ED 220 738

Iowa Univ., Oakdale. School of Social Work.

Annotated Directory of Exemplary Family Based Programs. Revised Edition.

ED 221 276

Jeffalyn Johnson and Associates, Inc., Falls Church, VA.

NIE Directory of Inservice Training Programs for Principals.

ED 220 987

Johnson County Community Coll., Overland Park, Kans.

The Enlightenment and Due Process of Law.

ED 221 447

Johnson Foundation, Inc., Racine, Wis.

United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.

ED 221 446

Welfare Policy in the United States: A Critique and Some Proposals Derived from the Experience of Former Secretaries of Health, Education, and Welfare.

ED 221 628

Cognitive Processing of Various Orthographies.
ED 221 060

College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.
ED 221 101

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726

A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Computer-Based Practice in Editing.
ED 220 869

Computer Instruction on Generating Ideas for Writing Description.
ED 220 868

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.
ED 220 813

Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27 .
ED 220 785

Describing the Concerns Principals Have about Facilitating Change.
ED 220 960

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.
ED 220 807

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness.
ED 220 808

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

Development of Comprehension Skills in the Middle Grades. Final Report, September 1, 1979-February 27, 1982.
ED 220 826

Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.
ED 221 057

Duval County Follow Through Final Evaluation Report, 1981-1982.
ED 221 602

Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #15.
ED 220 803

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.
ED 221 296

Office of Special Education (ED), Washington, D.C.

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.
ED 221 512

Office of the Assistant Secretary for Planning and Budget (ED), Washington, D.C.

Student Financial Aid and Persistence in College.
ED 221 078

Office of Vocational and Adult Education (ED), Washington, DC.

Volunteers in Vocational Education. A Handbook for Program Development.
ED 220 656

Volunteers in Vocational Education. Field Test Report.
ED 220 655

Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 389

Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 390

Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 391

Filter Leaf. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 392

Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393

Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394

Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395

Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396

Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 075

University of Southwestern Louisiana, Lafayette.

Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982.

ED 220 654

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Labor-Management Cooperation: The American Experience.

ED 220 671

Utah State Board of Education, Salt Lake City.

Status of Teacher Personnel in Utah, 1981-82.

ED 221 545

Utah State Office of Education, Salt Lake City.

Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.

ED 221 433

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

Student Advisement Guide: An Implementation of the Teacher/Advisor Program.

ED 220 734

Utah State Univ., Logan. Agricultural Experiment Station.

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.

ED 221 309

Utah State Univ., Logan. Dept. of Sociology.

Population Change, Community Viability, and Migration Intentions in Selected Utah Communities. Research Report 51.

ED 221 309

Vance Bibliographies, Monticello, Ill.

On the Nature of Experiential Learning in Higher Education: A Bibliography of Morris T. Keeton. Public Administration Series: Bibliography P-1039.

ED 221 121

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

An Evaluation of the Police Liaison Program. Research Report 81-08.

ED 221 615

Vermont State Commission on Higher Education.

Estimating the Economic Impact of Vermont Institutions on Their Local Economies.

ED 221 122

Vermont Univ., Burlington. Dept. of Special Education, Social Work and Social Services.

Preparing Educators to Serve Disabled Individuals in Diverse Community Settings: A Transdisciplinary Response.

ED 221 512

Victoria Education Dept. (Australia).

Drama and Theatre: A Shared Role in Learning.

ED 220 646

Orientation Guide for New Sales and Marketing Teachers.

ED 220 647

Planning and Conducting Inservice Training for Vocational Teachers.

ED 220 648

The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.

ED 220 649

Student Vocational Organizations. Inservice Instructional Unit IIG.

ED 220 651

Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.

ED 220 650

Vocational Education for the Handicapped. Inservice Instructional Unit IA.

ED 220 652

Working with Vocational Advisory Committees. Inservice Instructional Unit.

ED 220 653

Area Health Education Center System, Fresno, Calif.

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.

ED 221 218

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).

ED 221 217

Arizona State Univ., Tempe. Dept. of Elementary Education.

Development of Writing in a Bilingual Program. Final Report. Volumes 1 and 2.

ED 221 057

Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Financial Aid for Students at Arizona's Postsecondary Educational Institutions, 1972-1981. A Study Report.

ED 221 149

Arizona Univ., Tucson.

Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.

ED 220 996

Arizona Univ., Tucson. Southwest Inst. for Research on Women.

Policy-Related Research on Women in the Southwest.

ED 221 428

Arkansas State Dept. of Education, Little Rock.

Teacher's Guide, Minimum Performance Test, 1981-82. Arkansas Educational Assessment Program.

ED 221 571

Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.
ED 220 792

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.
ED 220 685

Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.
ED 220 619

My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.
ED 221 196

Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674

1981 Doctorate Recipients from United States Universities. Summary Report.
ED 221 134

Department of Education, Washington, DC. Basic Skills Improvement Program.

Maine Studies ECRI.
ED 220 824

Department of Education, Washington, D.C. Div. of International Education.

The Educational System of Yugoslavia. Education around the World.
ED 221 454

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Annual Evaluation Report: Volume II, Fiscal Year 1981.
ED 221 610

Department of Energy, Washington, D.C.

Tuition-Aid Programs of Department of Energy Contractors with Comparison to U.S. Private Industry Education-Assistance Programs.

ED 221 299

Joint Center for Political Studies, Washington, D.C.

Desegregation of Black and Hispanic Students from 1968 to 1980. A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the United States House of Representatives. Working Paper.

ED 221 644

Joint Economic Committee, Washington, D.C.

Economic Status of Women. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Seventh Congress, Second Session.

ED 220 687

The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.

ED 221 452

Joliet Junior Coll., Ill.

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide.

ED 220 660

J W K International Corp., Annandale, Va.

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.

ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.

ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.

ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.

ED 220 730

Kellogg Foundation, Battle Creek, Mich.

New England's Vital Resource: The Labor Force.

ED 221 074

Video Outreach Graduate Program.

ED 221 113

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Kentucky Guidelines for Gifted Education. Revised.

ED 221 014

Kuring - gai Coll. of Advanced Education, Lindfield (Australia).

School Libraries and Technology: A Sourcebook.

ED 221 178

La Guardia Community Coll., Long Island City, N.Y.

Individual Freedom and Work Experience: A Seminar Prepared for Students Who Have Taken Introduction to Philosophy and Who Are Presently on Internships.

Early Learning of Logic and Geometry Using Microcomputers: Final Report.	ED 221 359
The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.	ED 221 442
Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.	ED 220 973
Effects of Principal Interventions on Teachers during the Change Process.	ED 220 959
Empirical Studies of Multilevel Approaches to Test Development and Interpretation.	ED 221 558
Evaluating Social Studies Programs: Focus on Law-Related Education.	ED 221 448
Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.	ED 221 559
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.	ED 221 148
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.	ED 220 871
Final Report on Project Growth at the University of Alabama for the Period November 1, 1978 to October 31, 1981.	ED 221 509
How to Tell When Someone is Saying No'' Revisited. Professional Papers.	ED 221 059
If Trees Would Talk: The Communication of Resistence in Ex-Slave Narratives. Working Paper.	ED 221 443
Implications for Research: Preparing Principals for Leadership Roles.	ED 220 958
Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.	ED 220 820
An Instrument for Measuring Concerns Change Facilitators Have about Their Role in Facilitating Change.	ED 221 600
Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.	ED 221 557

ED 221 398

Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 397

Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 399

Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 400

Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.

ED 221 401

Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 402

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.

ED 221 384

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.

ED 221 352

Ohio Library Association, Columbus.

A Survey of the Friends of the Library Recent Activities in Ohio: Report Description.

ED 221 199

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Homebound/Cluster-A.B.E./ Special Demonstration Project-309.

ED 220 607

How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.

ED 220 606

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.

ED 221 365

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.

ED 221 366

Investigations in Science Education, Volume 8, Number 3.

ED 221 360

Ohio State Univ., Columbus. Libraries.

Battle of the Library Superstars. A Videotape Script.

ED 221 183

Ohio State Univ., Columbus. National Center for Research in Vocational

ED 220 875

Journeys Unlimited.

ED 220 877

Spontaneity and Imagination in Drama: An Investigation.

ED 220 878

Vocational Technical Education Consortium of States, Atlanta, Ga.

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.

ED 220 590

Washington Association for Educators of Personnel in Early Childhood Programs, Bellingham.

The Preparation and Certification of Early Childhood Personnel: A Position Statement.

ED 221 288

Washington County Youth Service Bureau, Inc., Montpelier, VT.

The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.

ED 221 318

Washington Office of the State Superintendent of Public Instruction, Olympia.

ESEA Title IV-B Impact. Washington State Dissemination Report.

ED 220 981

Washington State Board for Community Coll. Education, Olympia.

Humanities and the Art of Being.

ED 221 244

An Interdisciplinary Course Involving Science and the Humanities. Final Report.

ED 221 233

Washington Univ., Seattle. School of Social Work.

A Healthy Old Age: A Sourcebook for Health Promotion with Older Adults.

ED 220 761

Waubonsee Community Coll., Sugar Grove, Ill.

Machine Shop Fundamentals: Part I.

ED 220 638

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.

ED 220 634

Wayne State Univ., Detroit, Mich.

College Attendance by Working Adults and Its Effects on the Educational Motivations of Their Children. Occasional Papers 11.2.

ED 221 101

Three Models for Individualizing Instruction in Library Education.

ED 221 200

Wayne State Univ., Detroit, Mich. Coll. of Education.

Immersion Learning Project: Final Report. Inservice Training Models for Preschool Programs, for Handicapped and At-Risk Children.

ED 221 296

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

A Comparison of Job Development Strategies in Rehabilitation.

ED 220 680

Army Engineer School, Fort Belvoir, Va.

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B.

ED 220 678

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.

ED 220 677

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Admissions Handbook. Missouri Vocational-Technical Programs.

ED 220 625

Admissions Model. Missouri Vocational-Technical Programs.

ED 220 624

A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.

ED 220 623

Association for Childhood Education International, Washington, D.C.

Children & Stress: Helping Children Cope.

ED 221 277

Association for Educational Communications and Technology, Washington, D.C.

Media in Instruction: 60 Years of Research.

ED 221 159

Association for Institutional Research.

The Institutional Research Director: Professional Development and Career Path.

ED 221 143

Association for Supervision and Curriculum Development, Alexandria, Va.

Social Studies in the 1980s. A Report of Project SPAN.

ED 221 449

Association of American Colleges, Washington, D.C.

Literacy for the Contemporary World. A Report of the National Conference on Liberal Learning, the Annual Meeting of the Association of American Colleges (68th, Boston, Massachusetts, January 1982).

ED 221 083

Association of Community Coll. Trustees, Annandale, Va.

Trustee Quarterly: Volume 5, Numbers 1-4, 1980-1981.

ED 221 255

Association of Research Libraries, Washington, D.C.

The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.

ED 221 190

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Competencies Needed by Chief School Business Administrators. A Report

ED 220 691

Department of Energy, Washington, D.C. Office of Energy Research.
Recent Science and Engineering Graduates Working in Energy-Related Activities, 1979 and 1980.

ED 220 688

Department of Health and Human Services, Washington, D.C.
Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.

ED 221 218

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).

ED 221 217

Department of Health, Education, and Welfare, Washington, D.C.
Cooperative Catalog Conversion Study. Final Report.

ED 221 170

Department of State, Washington, D.C.
Cultural Orientation Resource Manual, Volume I.

ED 221 070

Cultural Orientation Resource Manual, Volume II.

ED 221 071

English as a Second Language Resource Manual, Volume I.

ED 221 068

English as a Second Language Resource Manual, Volume II.

ED 221 069

Department of the Secretary of State, Winnipeg (Manitoba).
A Preliminary List of Canadian Materials for Multicultural (Social Studies) Courses.

ED 221 609

A Selective Preliminary Bibliography of Canadian Reference Materials Pertaining to Education within a Multicultural Context.

ED 221 608

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Evaluation of Teaching Reading in the Content Area for Secondary Teachers - Region 7.

ED 220 792

Development Associates, Inc., Arlington, Va.
A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.

ED 221 307

Documentation Centre for Education, Cairo (Egypt).
Selected Bibliography of Arab Educational Materials, Vol. 4, No. 2, 1979.

ED 221 438

Duval County Schools, Jacksonville, Fla.
Annual School-Based Program Budget. 1982-83 Planning and Budgeting for

ED 221 235

Lane Community Coll., Eugene, Oreg.
Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better.

ED 221 234

Latino Inst., Reston, Va.
Mexican American and Puerto Rican Prospective Engineering Students.

ED 221 135

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.

ED 220 673

League of Women Voters Education Fund, Washington, D.C.
United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.

ED 221 446

Learning Company, Portola Valley, CA.
Early Learning of Logic and Geometry Using Microcomputers: Final Report.

ED 221 359

Liberty Baptist Coll., Lynchburg, VA.
An Economic Impact Study of Liberty Baptist College on the Lynchburg Metropolitan Area.

ED 221 140

Library of Congress, Washington, D.C.
A Survey of the Cataloging in Publication Program. Final Report.

ED 221 215

Library of Congress, Washington, D.C. Network Development Office.
Document Delivery Background Papers Commissioned by the Network Advisory Committee. Network Planning Paper Number 7.

ED 221 214

Lilly Endowment, Inc., Indianapolis, Ind.
The Costs and Benefits of Deferred Giving.

ED 221 118//

Lincoln Inst. of Land Policy, Cambridge, MA.
Tax Limitations in Massachusetts.

ED 220 983

Linn-Benton Community Coll., Albany, Oreg.
Capillary Suction Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 389

Centrifuge. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 390

Depth of Blanket. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.

ED 221 391

Filter Leaf. Operational Control Tests for Wastewater Treatment

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.	ED 221 365
Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.	ED 221 366
Investigations in Science Education, Volume 8, Number 3.	ED 221 360
Language Proficiency Assessment: Research Findings and Their Application.	ED 221 025//
Language Proficiency Assessment: What Does That Mean? A Report of the NABE Pre-Conference Workshop (Los Alamitos, California, April 19, 1980). Professional Papers.	ED 221 053
Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation.	ED 221 490
Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.	ED 220 727
Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.	ED 220 723
Magnet Schools in Their Organizational Environment. Final Report.	ED 221 621
Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.	ED 220 821
Methods for Documenting Interventions: Strengths of a Hybrid Multi-Informant Approach.	ED 221 598
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.	ED 221 616
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.	ED 221 597
Multilevel Properties of Test Items: An Exploratory Study.	ED 221 556
Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences. Professional Paper.	ED 221 632
Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.	ED 221 619
Project Growth: A Program at the University of Alabama for the	

Education.

Identify and Diagnose Exceptional Students. Module L-2 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 675

Military Curriculum Materials for Vocational and Technical Education. Aircraft Electrical Repairman Technician, 2-2.
ED 220 721

Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.
ED 220 619

Military Curriculum Materials for Vocational and Technical Education. Carpentry II, 3-8B.
ED 220 678

Military Curriculum Materials for Vocational and Technical Education. Carpentry I, 3-8A.
ED 220 677

Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.
ED 220 620

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Military Curriculum Materials for Vocational and Technical Education. Veterinary Specialist, 1-2.
ED 220 720

Prepare Yourself to Serve Exceptional Students. Module L-1 of Category L Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 220 674

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement IX.
ED 221 384

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VIII.
ED 221 352

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Evaluation of the Gifted and Talented Program, 1980-81.
ED 221 010

Oklahoma State Advisory Council for Vocational-Technical Education,

Western Australia Education Dept., Perth.
Looking Ahead in Educational Testing and Assessment.
ED 221 599

Western Kentucky Univ., Bowling Green.
Gerontology: A Bibliography of Selected Resources.
ED 220 750

West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.
ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September 1980 - July, 1981.
ED 221 586

Profiles of Performance in the Wichita Public Schools, 1980-1981.
ED 221 587

William Paterson Coll., Wayne, N.J.
Collection Development Policy.
ED 221 186

Wisconsin Center for Education Research, Madison.
Bibliography of Publications, 1982 Supplement.
ED 221 224

Effective Schools A Review.
ED 221 534

Wisconsin Clearinghouse, Madison.
Who's Raising the Family? A Workbook for Parents and Children.
ED 220 770

Wisconsin Improvement Program, Madison.
A Guide to Teaching Creative Writing: Poetry.
ED 220 864

A Guide to the Teacher's Role in the Writing Program.
ED 220 865

A Guide to Writing Local History.
ED 220 862

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Breakthrough'' 1981 Eight Months Later. A Summary of the Presentations, Recommendations, and Outcomes of the 1981 Breakthrough Conference, to Assist Minority Women and Men and Nonminority Women Achieve Leadership Positions in Wisconsin's Vocational, Technical, and

on the Results, Conclusions and Implications of a Research Study to Identify the Competencies Needed by Chief School Business Administrators in Large and Small School Districts.
ED 220 909

Energy Conservation and Management. Tried and Proven Energy Conservation Programs That Are Helping School Districts Improve the Energy Efficiency of Their Facilities.
ED 220 914

Field-Proven Programs for Better Public Relations.
ED 220 908

Field-Proven Programs to Improve Maintenance and Operations. Tried and Proven Programs That Are Helping School Districts Provide Clean, Safe, Attractive and Efficiently Functioning Facilities and Buildings.
ED 220 911

Internal Audit Guide for Student Activity Funds. A Guide for Those Responsible for the Audit Function to Help Plan, Conduct, Prepare and Present an Effective Internal Audit Report of Student Activity Funds.
ED 220 913

School Accounting, Budgeting and Finance Challenges. Programs to Help Your School District Improve Its Accounting Procedures, Budgeting Methods and Financial Reporting.
ED 220 912

Validated School Business Practices That Work. Volume III: Sharing Business Success.
ED 220 910

Zero-Base Budgeting: A Management Tool for School Districts.
ED 220 907

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.
ED 221 591

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.
ED 221 592

Australian Council for Educational Research, Hawthorn.

The Free Kindergarten Union of Victoria, 1908-80.
ED 221 304

Australian Science Education Research Association.

Research in Science Education. Volume 11. Proceedings of the Annual Conference of the Australian Science Education Research Association (12th, Hobart, Tasmania, Australia, May 1981).
ED 221 361

Australian Tertiary Education Commission, Canberra.

The Use of Study Centres in Four Distance Education Systems.
ED 220 666

Australia. Parliament, Canberra. Senate Standing Committee on Education and the Arts.

Educational Management. Prototype.

ED 220 977

Duval County Follow Through Final Evaluation Report, 1981-1982.

ED 221 602

Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.

Review and Evaluation. Staff Development for School Improvement Program 1981-1982.

ED 221 528

ECA Associates, Chesapeake, VA.

African Historical Religions: A Conceptual and Ethical Foundation for Western Religions''.

ED 221 418

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.

ED 221 630

Educational Images, Inc., Knoxville, TN.

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegration Area. Volume I, General Issues and Introduction: Discipline Study.

ED 220 967

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume II, Grouping and Tracking and Special Education Study.

ED 220 968

A Study of Issues Related to Discipline, Grouping and Tracking, and Special Education in New Castle County, Delaware, Desegregation Area. Volume III, Addendum: Some Single-Variable Analyses and Some Issues.

ED 220 969

Educational Products Information Exchange Inst., Stony Brook, N.Y.

Microcomputer Courseware/Microprocessor Games. EPIE Materials Report 98/99m.

ED 221 349

Educational Research Inst. of British Columbia, Vancouver.

A Comparative Study of Teaching Typing Skills on Microcomputers.

ED 220 597

Educational Resources Information Center (ED/NIE), Washington, DC.

Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.

ED 221 171

Resources in Education (RIE). Volume 18, Number 2.

ED 220 566

Educational Testing Service, Princeton, N.J.

Career Information Systems in Secondary Schools. Final Report of Study 2: Comparative Effects of Major Types of Resources.

Facilities. Instructor's Manual and Student Workbook.
ED 221 392

Jar Test. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 393

Mass Balance. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 394

Oxygen Profile. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 395

Oxygen Uptake. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 396

Percent CO2. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 398

Rise Time. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 397

Sampling. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 399

Settleometer. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 400

Specific Resistance. Operational Control Tests for Wastewater Facilities. Instructor's Manual and Student Workbook.
ED 221 401

Turbidity. Operational Control Tests for Wastewater Treatment Facilities. Instructor's Manual and Student Workbook.
ED 221 402

London Board of Education (Ontario). Educational Research Services.

Elementary French Program Evaluation: Summary of Findings 1978 to 1981. Research Report 82-07.
ED 221 041

Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Research Report 82-01.
ED 221 042

Los Angeles County Dept. of Adoptions, CA.

Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

Electricity. A Bilingual Text Electricidad. Un Texto Bilingue.
ED 220 567

Metalworking. A Bilingual Text Trabajo en Metal. Un Texto Bilingue.
ED 220 568

Identification and Support of Women and Minorities in Educational Research and Leadership.

ED 221 489

Puerto Rican Children's Informal Education at Home. Final Report.

ED 221 617

Puerto Rican Migration: The Return Flow La Migracion Puertorriquena: El Reflujo a la Isla.

ED 221 635

Quality Circles: Implications for Training. Information Series No. 243.

ED 220 725

Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.

ED 221 147

Regression Based Analyses of Multilevel Education Data.

ED 221 555

Regularity and Irregularity in English Spelling and in Spelling Instruction.

ED 220 867

Resources in Education (RIE). Volume 18, Number 2.

ED 220 566

Retirement Policy: Planning for Change. Information Series No. 242.

ED 220 724

Revision Strategies of Student Writers and Experienced Adult Writers.

ED 220 839

Secondary Vocational Education, Basic Skills, and Employment. Revised.

ED 220 617

The Self-Concept of Bilingual Asian-American Children. Professional Paper.

ED 221 633

Social Studies in the 1980s. A Report of Project SPAN.

ED 221 449

State and Federal Programs for Special Student Populations.

ED 220 970

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.

ED 221 554

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Executive Summary.

ED 221 625

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume II: Ethnographies of Five Racial/Ethnic Groups.

ED 221 623

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report.

Oklahoma City.

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.

ED 220 595

Oklahoma State Univ., Stillwater.

The Labor Force Behavior of Sex Nontraditional Vocational Students: A Follow-up Assessment of Training for Nontraditional Occupations. Final Report.

ED 220 595

Ontario Inst. for Studies in Education, Toronto.

L'Acadie d'Edith Butler: chansons et reflexions (Edith Butler's Acadia: Songs and Thoughts). Teacher's Guide, Transcription, and Student's Booklet.

ED 221 021

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.

ED 221 092

Teachers in Transition: Study of an Aging Teaching Force. Informal Series/44.

ED 220 988//

Ontario Metis and Non Status Indian Association, Willowdale.

We Are Metis. A Metis View of the Development of a Native Canadian People.

ED 221 311

Ontario Ministry of Colleges and Universities, Toronto.

The Pursuit of Equality: Evaluating and Monitoring Accessibility to Post-Secondary Education in Ontario.

ED 221 092

Ontario Ministry of Culture and Recreation, Toronto.

We Are Metis. A Metis View of the Development of a Native Canadian People.

ED 221 311

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Computer Assistance in Multi-Media Educational Publishing. IET Text-Processing Paper 2.

ED 221 153

Numbering Systems in Text and Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1978).

ED 221 155

Student Learning and Course Design 1: In-Text Teaching Devices in Open University Texts.

ED 221 141

Students' Perceptions of Gains from Studying D101, the Social Science Foundation Course.

ED 221 142

Typography for Graphic Communication and Typographic Access

Adult Education System.
ED 220 613

Testing of a Program Evaluation Model: Final Report.
ED 221 240

Wisconsin State Dept. of Health and Social Services, Madison.
Who's Raising the Family? A Workbook for Parents and Children.
ED 220 770

Wisconsin State Dept. of Public Instruction, Madison.
A Study of the Roles, Relationships, Services and Funding of the Library Agencies in the South Central Library System with Emphasis on Dane County. The Final Report of the Joint Library Services Planning Committee of the Library Boards of the Dane County Library Service, the Madison Public Library, and the South Central Library System.
ED 221 198

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part I: Hispanic Students (Mexican and Puerto Rican).
ED 221 054

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part III: Native Americans (Menominee and Oneida).
ED 221 055

Wisconsin Univ., Madison. Center for Demography and Ecology.
The Geographic Redistribution of Blacks and Non-Blacks: Thirty Years in Perspective.
ED 221 630

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
A Guide to Teaching Creative Writing: Poetry.
ED 220 864

A Guide to the Teacher's Role in the Writing Program.
ED 220 865

A Guide to Writing Local History.
ED 220 862

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Wisconsin Univ., Madison, Univ. Extension.
A Guide to Teaching Creative Writing: Poetry.
ED 220 864

A Guide to the Teacher's Role in the Writing Program.
ED 220 865

A Guide to Writing Local History.
ED 220 862

When Our School Talks, the Community Listens A Guide to Public Communications for Writing Programs.
ED 220 863

Inquiry into the Effectiveness of Australian Schools in Preparing Young People for the Workforce with Particular Emphasis on Literacy and Numeracy.

ED 220 575

Ball State Univ., Muncie, IN. Dept. of Elementary Education.

Monograph of Play Research.

ED 221 290

Bananas, Inc., Oakland, Calif.

BANANAS' Guide for Parents & Children. First Edition.

ED 221 268

Battelle Memorial Inst., Vienna, VA. Columbus Labs.

A Survey of the Cataloging in Publication Program. Final Report.

ED 221 215

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979).

ED 221 439

Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980).

ED 221 440

Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981).

ED 221 441

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.

ED 220 813

Inducing Strategic Learning from Texts by Means of Informed, Self-Control Training. Technical Report No. 262.

ED 220 820

Metacognition from the Historical Context of Teaching Reading. Technical Report No. 263.

ED 220 821

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.

ED 220 805

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Secondary Music (8-12): A Guide/Resource Book for Teachers.

ED 221 408

Broadcast Education Association, Washington, D.C.

Curricular Dimensions of Broadcast Education.

ED 220 884

Brookline Public Schools, Mass.

Metropolitan Planning Project: Revisited with a 1980's Perspective.

ED 220 664

The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.

ED 221 518

The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.

ED 221 073

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.

ED 220 663

Education Commission of the States, Denver, Colo. Education Finance Center.

A Changing Federalism: The Condition of the States.

ED 220 915

State and Federal Programs for Special Student Populations.

ED 220 970

Education Commission of the States, Denver, Colo. Education Improvement Center.

Special Needs of Students: Essentials for State Planning.

ED 220 971

Education Development Center, Inc., Newton, Mass.

The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.

ED 221 382

The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.

ED 221 381

Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Checklists for Counteracting Race and Sex Bias in Educational Materials.

ED 221 612

Education Service Center Region 2, Corpus Christi, Tex.

Six American Histories.

ED 221 416

Education Service Center Region 7, Kilgore, Tex.

Organizing for Social Science/Citizenship Improvement: A Rural Approach.

ED 221 412

Educators Consulting Services, Inc., Conway, Ark.

Professional Preparation in Athletic Training. Proceedings of the Professional Preparation Conferences: National Athletic Trainers Association (Nashville, Tennessee, January 7-9, 1979 and January 4-6,

Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue.
ED 220 569

Los Medanos Coll., Pittsburg, Calif.
A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252

Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
Homebased Computer Assisted Adult Education Project Phase II. Final Project Report, September 1, 1981, through August 31, 1982.
ED 220 654

Louisiana Tech Univ., Ruston. Coll. of Education.
Feasibility of Assessing Writing Using Multiple Assessment Techniques. Research Report.
ED 220 871

Lu Verne Community School District, IA.
Sharing to Learn, Learning to Share: Corwith-Wesley and LuVerne Community Schools.
ED 221 317

Maine Mastery Learning Consortium, Gardiner.
Maine Studies ECRI.
ED 220 824

Manchester Township District, Lakehurst, NJ.
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.
ED 220 627

Manitoba Dept. of Education, Winnipeg.
Patriotic Observances. Grades K-6.
ED 221 429

March of Dimes Birth Defects Foundation, Washington, D.C.
The Effects of Prematurity and Illness on Parents' Perceptions of Their Infants.
ED 221 292

Marine Corps, Washington, D.C.
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Digital Logic, 7-1.
ED 220 679

Maryland State Board for Higher Education, Annapolis.
A Summary of Institutional Policies Affecting Outside and Offload Employment for Faculty at Maryland Public Higher Education Institutions.
ED 221 127

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Facts About Maryland's School Library Media Programs, 1979-80.
ED 221 172

Instructional Materials and School Library Resources.
ED 221 175

Volume III: A Practitioners' Guide for Achieving Equity in Multicultural Schools.
ED 221 624

A Study of Interaction Effects of School and Home Environments on Students of Varying Race/Ethnicity, Class, and Gender. Final Report. Volume I: Summary and Conclusions.
ED 221 622

Survey of Career Information Systems in Secondary Schools. Final Report of Study 1.
ED 220 663

Survey on the Status of Educational Researchers.
ED 221 576

Tax Limitations in Massachusetts.
ED 220 983

Three Change Facilitator Styles: Some Indicators and a Proposed Framework.
ED 220 961

Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time.
ED 220 965

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Appendix A: Case Studies.
ED 220 787

A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.
ED 220 786

A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.
ED 220 731

A Two-Phase Impact Study of In-School Alternatives to Suspension: Technical Analysis. Volume I. Second Year Report.
ED 220 730

The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Validation of a Theoretical Model of College Dropouts.
ED 221 130

Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.
ED 221 626

What Do Principals Do to Facilitate Change: Their Interventions.
ED 220 962

When Do Children Begin Reading to Learn''? A Survey of Classroom Reading Instruction Practices in Grades Two through Five. Technical Report No. 261.
ED 220 805

Working in High Schools: Inside Views of the Organization.
ED 220 974

Structures for Educational Texts and Graphic Aspects of Complex Texts: Typography as Macropunctuation.
ED 221 152

What Is a Transformer? and Readers Can Choose and Using Second Colour. Notes on Transforming: 1 (March 1977), 3 (March 1977), and 7 (January 1981).
ED 221 151

Orange County Public Schools, Orlando, Fla.

How to Write Learning Guides for Competency-Based Vocational Education: A Developers' Handbook.
ED 220 616

Oregon State Dept. of Education, Salem.

A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Oregon Community College Tables, 1966-1981.
ED 221 259

Oregon State Dept. of Education, Salem. Div. of Vocational Education.

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594

Oregon Univ., Eugene. Center for Educational Policy and Management.

Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations. Project Leadership Presenter's Guide.
ED 220 973

Time in the Classroom: The Effect of Collective Bargaining on the Allocation of Teacher Time.
ED 220 965

Oregon Vocational Association, Gervais.

A Guide for Vocational Energy Education: Resources, Key People, Classroom Materials. Oregon Vocational Energy Education Project.
ED 220 594

ORI, Inc., Bethesda, Md. Information Systems Div.

Resources in Education (RIE). Volume 18, Number 2.
ED 220 566

Overseas Development Council, Washington, D.C.

United States Relations with the Developing Nations: The New International Economic Countdown. A Wingspread Conference.
ED 221 446

Pacific Inst. for Research and Evaluation, Napa, Calif.

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.
ED 221 607

Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students
ED 221 605

Evaluation of Two Alternatives Programs for Junior High School

Wisconsin Univ. - Stout, Menomonie.
Library Exercises. Revised.
ED 221 177

Women's Bureau (DOL), Washington, D.C.
Women in Nontraditional Careers (WINC) Curriculum Guide.
ED 220 598

Women's Educational Equity Act Program (ED), Washington, DC.
America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502

The Catalyst Training Package: Increasing Options for Rural Youth. Facilitator's Guide and Curriculum Manual.
ED 221 318

Checklists for Counteracting Race and Sex Bias in Educational Materials.
ED 221 612

The Design of a Snark That Is Not a Boojum: Learning from Evaluation.
ED 221 415

Life Skills for Women in Transition.
ED 220 774

Life Skills for Women in Transition: A Workshop Guide.
ED 220 773

Worldwatch Inst., Washington, D.C.
U.S. and Soviet Agriculture: The Shifting Balance of Power. Worldwatch Paper 51.
ED 221 377

Xavier Univ. of Louisiana, New Orleans.
Project SOAR (Stress on Analytical Reasoning) Instructor's Manual.
ED 221 387

ED 221 637

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.
ED 221 008

Business-Higher Education Forum, Washington, D.C.
Corporate, Campus Agenda: Restoring Public Confidence.
ED 221 114

California Community Colleges, Sacramento. Office of the Chancellor.
Fee Contingency Plan.
ED 221 246

Fee Contingency Plan Background and Issues.
ED 221 245

The Impact of Vocational Education Special Projects in California Community Colleges. Issues and Implications.
ED 220 685

California Community Coll. Fund for Instructional Improvement.
Master Teaching Experiences for Introductory Psychology.
ED 221 410

California State and Consumer Services Agency, Sacramento.
Index of Federal Regulations and Court Cases on the Implementation of Section 504 of the Rehabilitation Act of 1973.
ED 220 588

Program Access Master Planning Guide.
ED 220 589

Statewide Guidelines on Program Accessibility for Persons with Disabilities.
ED 220 586

Summary of Architectural Standards and Requirements.
ED 220 587

California State Coll., Bakersfield.
The Teaching of Writing as Quality Staff Development. Monograph Number One.
ED 220 849

California State Dept. of Education, Sacramento.
Electricity. A Bilingual Text Electricidad. Un Texto Bilingue.
ED 220 567

Metalworking. A Bilingual Text Trabajo en Metal. Un Texto Bilingue.
ED 220 568

Woodworking. A Bilingual Text Carpinteria. Un Texto Bilingue.
ED 220 569

California State Dept. of Education, Sacramento. Bureau of Publications.
Blood Pressure. Instructor's Packet. Learning Activity Package.
ED 220 693

Blood Pressure. Learning Activity Package.
ED 220 692

Confidentiality.'' Instructor's Packet. Learning Activity Package.
ED 220 695

1980) and (Palo Alto, California, February 15-17, 1980).
ED 221 457//

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 365

Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ED 221 366

Investigations in Science Education, Volume 8, Number 3.
ED 221 360

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Evaluating Social Studies Programs: Focus on Law-Related Education.
ED 221 448

Social Studies in the 1980s. A Report of Project SPAN.
ED 221 449

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Adult Education for the Handicapped. Information Series No. 240.
ED 220 722

Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ED 220 729

Career Education: Collaboration with the Private Sector. Information Series No. 246.
ED 220 728

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ED 220 726

Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ED 220 727

Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ED 220 723

Quality Circles: Implications for Training. Information Series No. 243.
ED 220 725

Retirement Policy: Planning for Change. Information Series No. 242.
ED 220 724

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55 .
ED 220 746

Counseling Women for Life Decisions. Searchlight Plus: Relevant

Maryland Univ., College Park. Counseling Center.

Attitudes of Male and Female University Students toward Students with Different Physical Disabilities. Research Report No. 10-81.
ED 220 762

Countertransference and Empathy: The Complex Relationship between Two Divergent Concepts in Counseling.
ED 220 759

Religious Orientation and the Concepts of God Held by University Students.
ED 220 757

The Religious Orientation of College Students.
ED 220 758

University of Maryland Origins of Publications in Student Personnel Journals.
ED 220 756

Maryland Univ., College Park. Head Start Regional Resource and Training Center.

New Director's Manual: An Orientation Manual for New Head Start Directors in Region III.
ED 221 300

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

A Design for Evaluating the Implementation of the Basic Skills Improvement Policy. Basic Skills Improvement Policy.
ED 221 564

Development of the State Speaking Assessment Instrument: Reliability and Bias Study, Summary Report. Basic Skills Improvement Policy.
ED 221 563

Interpreting and Using Commercial Achievement Test Results. Basic Skills Improvement Policy: Supplement to Implementation Guide 1.
ED 221 589

Local Test Development Manual. Basic Skills Improvement Policy Implementation Guide #5.
ED 221 562

Supplement to Writing Assessment Manual. Basic Skills Improvement Policy: Implementation Guide 2.
ED 221 588

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Theoretical Definition of Instructor Role in Computer-Managed Instruction.
ED 221 156

McGill Univ., Montreal (Quebec). Faculty of Education.

Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.
ED 220 827

Michigan State Univ., East Lansing. Dept. of Communication.

Shogun on TV: Who Watches and with What Effects among U. S. Midwestern Teenagers.

Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.
ED 220 860

National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

NIE Directory of Inservice Training Programs for Principals.
ED 220 987

National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Climbing the Career Ladder: A Research Study of Women in School Administration.
ED 220 984

Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979).
ED 221 439

Summer Institute for Educational Research on Asian Americans. Final Performance Report (February 1, 1980-October 31, 1980).
ED 221 440

Summer Institute for Educational Research on Asian and Pacific Americans. Final Report (November 1, 1980-October 31, 1981).
ED 221 441

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Collaborative Research.
ED 221 531

Effective Schools A Review.
ED 221 534

Implementing Educational Change: Progress at Last.
ED 221 540

NIE Roundtable on Urban Reading. Final Report.
ED 220 794

Programs of School Improvement: An Overview.
ED 221 536

Recruitment, Selection and Retention: The Shape of the Teaching Force.
ED 221 541

Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.
ED 221 529

Research on the Self-Fulfilling Prophecy and Teacher Expectations.
ED 221 530

Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

The Social Side of Schooling: Ecological Studies of Classrooms and Schools.
ED 221 532

Staff Development.

Students.

ED 221 606

Palos Verdes Peninsula Unified School District, CA.

The Role of Evaluation and Plans for Evaluating the Current Testing Program.

ED 221 581

Papua New Guinea Univ. of Technology, Lae.

Research in Mathematics Education in Papua New Guinea: 1982. Proceedings of the Mathematics Education Conference (2nd, Lae, Papua New Guinea, May 1982).

ED 221 355

Peace Corps, Washington, D.C.

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.

ED 221 016

Belizean Creole: Glossary. Peace Corps Language Handbook Series.

ED 221 017

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.

ED 221 015

Peat, Marwick, Mitchell and Co., Washington, D.C.

Cooperative Catalog Conversion Study. Final Report.

ED 221 170

Pennsylvania State Dept. of Education, Harrisburg.

Pennsylvania ABE Handbook. Special Section 310 Project, July 1, 1979 June 30, 1980 and Supplements to the Pennsylvania ABE Handbook. Final Report, July 1, 1981 June 30, 1982.

ED 220 716

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

The Preparation and Occupational Pursuits of Teachers, 1980-81. Our Colleges and Universities Today, Volume XIX, Number 5.

ED 221 491

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.

ED 221 160

Pennsylvania State Univ., University Park. Recreation and Parks Dept.

The Use of Local Parks by Older Residents of Urban Areas.

ED 221 488

Pennsylvania Univ., Philadelphia. Graduate School of Education.

A Descriptive Study of Two Philosophically Different Approaches to Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part Two, the Traditional'' Approach to Reading Readiness.

ED 220 808

A Descriptive Study of Two Philosophically Different Approaches to

Confidentiality.'' Learning Activity Package.
ED 220 694

Grooming. Instructor's Packet. Learning Activity Package.
ED 220 697

Grooming. Learning Activity Package.
ED 220 696

Handwashing Technique. Instructor's Packet. Learning Activity Package.
ED 220 699

Handwashing Technique. Learning Activity Package.
ED 220 698

Nutrition. Instructor's Packet. Learning Activity Package.
ED 220 701

Nutrition. Learning Activity Package.
ED 220 700

Observation of Patient. Instructor's Packet. Learning Activity Package.
ED 220 703

Observation of Patient. Learning Activity Package.
ED 220 702

Oral Hygiene. Instructor's Packet. Learning Activity Package.
ED 220 705

Oral Hygiene. Learning Activity Package.
ED 220 704

Shock & Anaphylactic Shock. Instructor's Packet. Learning Activity Package.
ED 220 707

Shock & Anaphylactic Shock. Learning Activity Package.
ED 220 706

The Surgical Scrub. Instructor's Packet. Learning Activity Package.
ED 220 709

The Surgical Scrub. Learning Activity Package.
ED 220 708

Syncope. What Is It? Instructor's Packet. Learning Activity Package.
ED 220 711

Syncope. What Is It? Learning Activity Package.
ED 220 710

Temperature, Pulse, and Respiration. Instructor's Packet. Learning Activity Package.
ED 220 713

Temperature, Pulse, and Respiration. Learning Activity Package.
ED 220 712

Using the Metric System in Health Careers. Instructor's Packet. Learning Activity Package.
ED 220 715

Using the Metric System in Health Careers. Learning Activity Package.
ED 220 714

California State Library, Sacramento.

California Library Statistics and Directory, 1982. Fiscal Year

Resources in High Interest Areas. 27 .
ED 220 785

ERIC Clearinghouse on Higher Education, Washington, D.C.
Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.
ED 221 148

Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.
ED 221 147

ERIC Processing and Reference Facility, Bethesda, Md.
Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States.
ED 221 171

EXXON Education Foundation, New York, N.Y.
Student Financial Aid and Persistence in College.
ED 221 078

Fairbanks North Star Borough School District, AK.
The Elementary Reading Reference Guide. Revised.
ED 220 791

RIM Reading Skills Guide. Revised.
ED 220 790

Federal Emergency Management Agency, Washington, D.C.
Emergency Management Instruction. Instructor's Guide for Grades 7-9.
ED 221 376

Young Children: A New Target for Public Fire Education.
ED 221 375

Federal Interagency Committee on Education, Washington, D.C.
A Sampler'' of Environmental Education Activities and Programs in the United States of America.
ED 221 404

Florida Council for Economic Education, Tampa.
Solar Economics: A Teacher's Guide.
ED 221 403

Florida State Dept. of Education, Tallahassee.
A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089

Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081

Florida State Univ., Tallahassee.
A Policy and Program Evaluation of the Statewide Course Numbering System.
ED 221 089

Surrogate Learning Measures: Credit, Other Units and Non-Credit.
ED 221 081

ED 220 883

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Relationships between Teachers' Presentations of Classroom Tasks and Students' Engagement in Those Tasks.
ED 221 529

Research on the Self-Fulfilling Prophecy and Teacher Expectations.
ED 221 530

Michigan State Univ., East Lansing. Univ. Libraries.
The OCLC Terminal: An Instruction Manual.
ED 221 164

Michigan Univ., Ann Arbor. Inst. for Social Research.
Highlights from Student Drug Use in America, 1975-1981.
ED 220 755

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Basic Electronics II.
ED 220 628

Diesel Mechanics: Electrical Systems.
ED 220 630

Diesel Mechanics: Fuel Systems.
ED 220 631

Diesel Mechanics: Fundamentals.
ED 220 629

Midwest Sex Desegregation Assistance Center, Manhattan, Kans.
MSDAC Resource Library Annotated Bibliography, 1981-1982. Third Edition.
ED 221 614

Milwaukee Area Technical Coll., Wis.
Basic Skills Curriculum Articulation Project: Reading Skills. Final Report.
ED 221 241

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
The Milwaukee Project: Science for the Handicapped in the Mainstream Demonstration and Inservice Center.
ED 221 388

Ministry of Education and Cultural Affairs, Stockholm (Sweden).
A Summary of Goals and Guidelines in Lgr 80: The New Primary School Curriculum.
ED 221 261

Ministry of Education, Copenhagen (Denmark).
Physical Education and Sport in the Danish Schools.
ED 221 519

Ministry of Education, Quebec (Canada).
Assessment of Language/Study Skills of Students Entering the B.Ed. (Vocational) Part-Time Program. Final Report.
ED 220 827

The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance.
ED 220 748

ED 221 537

Student Perceptions of Schooling.

ED 221 533

Teaching and Learning: A Linguistic Perspective.

ED 221 539

Teaching Functions in Instructional Programs.

ED 221 538

National Inst. of Handicapped Research (ED), Washington, DC.

A Comparison of Job Development Strategies in Rehabilitation.

ED 220 680

International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).

ED 221 002

A Research Utilization Laboratory in a Comprehensive Rehabilitation Center. Final Report.

ED 220 681

National Inst. of Mental Health (DHHS), Rockville, Md.

Chicano Aging and Mental Health.

ED 221 312

Contextual Predictability Norms for Pairs of Words Differing in a Single Letter. Technical Report No. 260.

ED 220 813

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.

ED 220 612

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Adolescent Marijuana Abusers and Their Families. Research Monograph Series, No. 40.

ED 220 769

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.

ED 221 607

Evaluation of an Affective Education Program for Teachers: Cumulative Effects on a Cohort of Junior High Students.

ED 221 605

Evaluation of Drug Abuse Treatment Effectiveness: Summary of the DARP Followup Research. Treatment Research Report.

ED 220 776

Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.

ED 220 775

National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.

Highlights from Student Drug Use in America, 1975-1981.

ED 220 755

National Library of Australia, Canberra.

Reading Readiness, as They Were Used in Six Inner City Kindergartens. Final Report, August 15, 1980 to August 15, 1981. Part One, the Literate Environment'' Approach to Reading Readiness.

ED 220 807

Pittsburgh Univ., Pa. Learning Research and Development Center.

A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.

ED 221 005

Syntax and Semantics in Learning to Subtract.

ED 221 386

Polytechnic of the South Bank, London (England).

Children's Understanding of Angle at the Primary/Secondary Transfer Stage.

ED 221 383

Private Industry Council of Lehigh Valley, Inc., Allentown, PA.

Jobs: Finding and Keeping   Empleos: Buscandolos y Manteniendolos

ED 220 596

PSI Associates, Inc., Washington, DC.

NIE Roundtable on Urban Reading. Final Report.

ED 220 794

Purdue Univ., Lafayette, Ind. Dept. of Statistics.

Factors Relating to Persistence in a Computer Science Major. Technical Report #82-15.

ED 221 367

Quebec Univ., Sainte Foy.

The Effects of Student Meanings and Values of Work on Intrinsic Motivation and Subsequent Student Academic Performance.

ED 220 748

Queensland Dept. of Education, Brisbane (Australia).

Education for a Multicultural Society: What Does It Mean? Of What Importance Is It in the Classroom? Curriculum Paper.

ED 221 427

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.

Black Feminism and Race Uplift,'' 1890-1900. Working Paper.

ED 221 445

Black Women and the Philosophy of Race Uplift'' Prior to Emancipation. Working Paper.

ED 221 444

The Education of French Schoolgirls: Pedagogical Prescriptions and Social and Economic Realities during the Third Republic. Working Paper.

ED 221 442

If Trees Would Talk: The Communication of Resistance in Ex-Slave Narratives. Working Paper.

ED 221 443

Rand Corp., Santa Monica, Calif.

Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.

1980-1981 Data for Public, Academic, Special, State Agency and County Law Libraries.
ED 221 225

California State Univ., Northridge.
CSU Standard for the CLSI Expanded Title Record.
ED 221 188

California Univ., Davis.
Private Self-Consciousness as an Adaptation Strategy.
ED 220 779

California Univ., Los Angeles.
Review of Research on Teachers' Pedagogical Judgments, Plans and Decisions.
ED 221 535

California Univ., Los Angeles. Center for the Study of Evaluation.
Bilingual Evaluation Technical Assistance: Workshop Text III. Planning for Student Assessment. Draft.
ED 221 567

Bilingual Evaluation Technical Assistance: Workshop Text II. Planning for Evaluation Design.
ED 221 566

Bilingual Evaluation Technical Assistance: Workshop Text I. Overview: Evaluation of Bilingual Programs.
ED 221 565

Bilingual Evaluation Technical Assistance: Workshop Text IV. Planning for Implementation Evaluation.
ED 221 568

Bilingual Evaluation Technical Assistance: Workshop Text V. Planning for Management.
ED 221 569

Empirical Studies of Multilevel Approaches to Test Development and Interpretation.
ED 221 558

Evaluation in School Districts; Organizational Perspectives. CSE Monograph Series in Evaluation, 10.
ED 221 559

Investigating Social Programs When Individuals Belong to a Variety of Groups Over Time.
ED 221 557

Multilevel Properties of Test Items: An Exploratory Study.
ED 221 556

Regression Based Analyses of Multilevel Education Data.
ED 221 555

State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination.
ED 221 554

The Use of Within-Group Slopes as Indices of Group Outcomes.
ED 221 553

Calvin K. Kazanjian Economics Foundation, Wilton, Conn.

Ford Foundation, New York, N.Y.

Outside Academe: New Ways of Working in the Humanities. A Report on the Conference Independent Research Institutions and Scholarly Life in the 1980s'' (New York, New York, October 1979).
ED 221 086

Policy-Related Research on Women in the Southwest.
ED 221 428

Sex Equity Issues in the Reauthorization of the Vocational Education Act: A Survey of State Vocational Education Directors.
ED 220 673

A Tale of Three Cities: Boston, Birmingham, Hartford.
ED 221 109

Freedom of Information Center, Columbia, Mo.

FCC and the Sunshine Act.
ED 220 892

High School Press Pressures.
ED 220 891

The Prison Press.
ED 220 900

Friends Medical Science Research Center, Inc., Baltimore, MD.

Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.
ED 220 775

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

A Report on the Tutorial Outreach Model for Reading and Writing across the Curriculum at Los Medanos College.
ED 221 252

Further Education Curriculum Review and Development Unit, London (England).

Teaching Skills. Towards a Strategy of Staff Development and Support for Vocational Preparation. An FEU Report on the Implications of Vocational Preparation for Teaching Staff. A Staff Development Publication.
ED 220 669

General Accounting Office, Washington, D.C.

The Office of Juvenile Justice and Delinquency Prevention's Special Emphasis Program Has Not Realized Its Full Potential. Report to the Attorney General.
ED 220 752

General Accounting Office, Washington, D.C. Div. of Human Resources.

Sexual Exploitation of Children A Problem of Unknown Magnitude. Report to the Chairman, Subcommittee on Select Education, House Committee on Education and Labor.
ED 220 753

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

An Early Childhood Intervention Curriculum Matrix.

The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.
ED 220 747

Minnesota Higher Education Coordinating Board, St. Paul.
Transfer Activity of Minnesota Undergraduate Students, Academic Year 1980-81.
ED 221 236

Minnesota State Dept. of Economic Security, St. Paul.
Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

Minnesota State Dept. of Education, St. Paul.
Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.
ED 220 572

Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.
ED 220 573

Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.
ED 220 571

Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.
ED 220 574

Cooperative Catalog Conversion Study. Final Report.
ED 221 170

Minnesota State Occupational Coordinating Committee, St. Paul.
Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
Factors Influencing the Geographic Migration of New Entrants to the Labor Force from Area Vocational-Technical Institutes in Southwest Minnesota.
ED 220 635

Minnesota's Occupational Information System: Toward Improving the Network.
ED 220 636

Plans Versus Actual Post High School Education and Employment Status. Classes of 1979 and 1980, One Year Later. A Report of the Minnesota Secondary School Follow-up System.
ED 220 640

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH.

Australian Newspaper Index Feasibility Study. Development of Resource Sharing Networks. Networks Study No. 13.

ED 221 204

Bibliographical Services to the Nation: The Next Decade. Proceedings of a Conference (Sydney, Australia, August 26-27, 1980). Development of Resource Sharing Networks. Networks Study No. 16.

ED 221 207

Draft Proposal for the Development of an Australian Bibliographic Network. Development of Resource Sharing Networks. Networks Study No. 15.

ED 221 206

International Conference of Directors of National Libraries on Resource Sharing in Asia and Oceanic Proceedings (Canberra, Australia, May 14-18, 1979). Development of Resource Sharing Networks. Networks Study No. 11.

ED 221 202

Joint-Use Libraries in the Australian Community. Proceedings of a National Workshop (Melbourne, Australia, August 13-15, 1980). Development of Resource Sharing Networks. Networks Study No. 18.

ED 221 209

National Library of Australia Selection Policy. Development of Resource Sharing Networks. Networks Study No. 17.

ED 221 208

The Pacific Community Concept. Proposals for Further Development and Co-Operation between Countries of the Pacific Basin and Reaction to Such Proposals by Pacific Basin Countries. A Select Bibliography. Development of Resource Sharing Networks. Networks Study No. 14.

ED 221 205

Second National Seminar on Library Services for the Handicapped, Papers Proceedings (Canberra, Australia, May 18-20, 1981). Development of Resource Sharing Networks. Networks Study No. 20.

ED 221 211

Twelve Essays on Australian Subject Bibliography. Development of Resource Sharing Networks. Networks Study No. 12.

ED 221 203

Videotex and Libraries. Development of Resource Sharing Networks. Networks Study No. 19.

ED 221 210

National Library of Canada, Ottawa (Ontario).

Initiatives Toward a Bibliographic Communications Network for Canada Vers L'Establissement d'un Reseau de Communication Bibliographique au Canada.

ED 221 174

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Status of Statewide Career Information Delivery Systems.

ED 220 668

The Status of the NOICC/SOICC Network, September 30, 1981. NOICC

ED 221 535

Regional Coll. of Education, Ajmer (India).
The Mathematical Structures Underlying Adolescent Thought.
ED 221 385

Researches on Adolescent Thought: A Framework.
ED 221 354

Research Assessment Management, Inc., Silver Spring, MD.
International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).
ED 221 002

Research for Better Schools, Inc., Philadelphia, Pa.
Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.
ED 221 597

Research Libraries Group, Branford, Conn.
The Economics and Financial Management of Research Libraries. A Report on an Exploratory Meeting.
ED 221 190

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
NLS Data Entry Quality Control: The Fourth Follow-Up Survey.
ED 221 593

Riverside County Superintendent of Schools, Calif.
A Training Guide for Peer Group Counselors. Revised.
ED 220 763

Rochester Public Schools, Minn.
Doing History.
ED 221 413

Doing Minnesota.
ED 221 414

Rural Development Service (DOA), Washington, D.C.
Monongalia Area Survey, 1981: Citizens' Views on Industrial Development and Quality of Life. Bulletin 676.
ED 221 333

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
The Professions and Ethics: Views and Realities in New Jersey. Professions Forum Proceedings (Rutgers, New Jersey, November 17, 1981).
ED 221 087

Saint Louis Community Coll. at Meramec, Kirkwood, Mo.
Audio-Tutorial Horticulture Learning Units. Final Report.
ED 220 610

Saint Louis Regional Library Network, MO.
St. Louis Regional Library Network Manuals: Delivery System Manual, INFO-PASS Manual, Interlibrary Loan Protocol, Procedures and Policies Manual.

New England's Vital Resource: The Labor Force.

ED 221 074

Canadian Association of Univ. Teachers, Ottawa (Ontario).

Financing Canadian Universities: For Whom and By Whom? Papers and Perspectives from a Conference Sponsored by the Institute for Policy Analysis and the Canadian Association of University Teachers (Toronto, Ontario, March 3, 1981).

ED 221 103//

Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Generic Skills. Keys to Job Performance.

ED 220 578

Generic Skills. Secondary School Vocational Model for Craft Trades. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.

ED 220 576

Generic Skills. Trade Families. Based on Data on the Use of 588 Tool Skills from 1600 Workers and Supervisors in 131 Occupations.

ED 220 577

NATCON 1 CONNAT 1.

ED 220 614

NATCON 2 CONNAT 2.

ED 220 615

Canyon Research Group, Inc., Westlake Village, Calif.

Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.

ED 220 600

Cape May County Vocational Schools, N.J.

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.

ED 220 662

Carnegie Corp. of New York, N.Y.

Day Care and the Working Poor: The Struggle for Self-Sufficiency.

ED 221 266

Various Characteristics of and Educational and Guidance Issues Related to Socio-Economically Disadvantaged Students in Three High Schools of Ankara.

ED 221 626

Carnegie-Mellon Univ., Pittsburgh, Pa.

Automatic Construction of Explanation Networks for a Cooperative User Interface.

ED 221 213

Center for Applied Linguistics, Washington, D.C.

Puerto Rican Children's Informal Education at Home. Final Report.

ED 221 617

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Orientation to Employment in the U.S. for Refugees Chinese.

ED 220 999

George Washington Univ., Washington, D.C. Social Research Group.
Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.

ED 221 187

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Engineering Technology Programs. Preliminary Curriculum Planning Guide.

ED 220 718

Good Apple, Inc., Carthage, IL.
Scholar Dollars: Their Use in Classroom Management.

ED 221 450

Governor's Advocacy Council on Children and Youth, Raleigh, NC.
Women, Families, and Prison.

ED 221 279

Graduate Management Admission Council, Princeton, NJ.
The Occupational Aspirations of Minority College Students: An Annotated Bibliography as Related to Graduate Business Education. Research Report.

ED 221 073

Greenville County School District, Greenville, S.C.
Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 583

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 585

Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.

ED 220 579

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 584

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 582

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 581

Articulated, Performance-Based Instruction Objectives Guide for

ED 220 717

Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641

Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Effective Classroom Communication. Inservice Instructional Unit VIIA.
ED 220 643

Evaluating and Recording Student Achievement in Vocational Education. Inservice Instructional Unit VA.
ED 220 644

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645

Handbook of Community Resources for Classroom Use.
ED 220 646

Orientation Guide for New Sales and Marketing Teachers.
ED 220 647

Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648

The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
ED 220 649

Student Vocational Organizations. Inservice Instructional Unit IIG.
ED 220 651

Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.
ED 220 650

Vocational Education for the Handicapped. Inservice Instructional Unit IA.
ED 220 652

Working with Vocational Advisory Committees. Inservice Instructional Unit.
ED 220 653

Mississippi State Univ., Mississippi State.

Development of Individualized Education Programs (IEP's) for Handicapped Vocational Students. Inservice Instructional Unit IIH.
ED 220 717

Directory of Opportunities for Upgrading Skills of Vocational Teachers with Business and Industry in the Mississippi ARC Region.
ED 220 641

Directory of Vocational Education Professional Organizations. Inservice Instructional Unit.
ED 220 642

Effective Classroom Communication. Inservice Instructional Unit VIIA.
ED 220 643

Evaluating and Recording Student Achievement in Vocational Education.

Administrative Report No. 6.
ED 220 667

National Rehabilitation Association, Alexandria, Va.
Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.
ED 220 737

National School Boards Association, Washington, DC. Educational Policies Service.
Career Education: Support in Policy. A Supplement to the Educational Policies Service of the National School Boards Association.
ED 220 683

National Science Foundation, Washington, D.C.
Addition and Subtraction. Mathematics-Methods Program Unit.
ED 221 337

Analysis of Shapes. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 342

Awareness Geometry. Mathematics-Methods Program Unit.
ED 221 340

Comprehension of Metaphors: Priming the Ground.
ED 220 812

Early Learning of Logic and Geometry Using Microcomputers: Final Report.
ED 221 359

Emerging Issues in Science and Technology, 1981. A Compendium of Working Papers for the National Science Foundation.
ED 221 364

Experiences in Problem Solving. Mathematics-Methods Program Unit.
ED 221 347

The Geometry of the Arms Race. Applications of Elementary Game Theory to International Relations. Modules and Monographs in Undergraduate Mathematics and its Applications Project. UMAP Unit 311.
ED 221 382

Graphs: The Picturing of Information. Mathematics-Methods Program Unit.
ED 221 344

Measurement. Mathematics-Methods Program Unit.
ED 221 343

Multiplication and Division. Mathematics-Methods Program Unit.
ED 221 338

Number Theory. Mathematics-Methods Program Unit. Student Manual and Instructor's Manual.
ED 221 345

Numeration. Mathematics-Methods Program Unit.
ED 221 336

Probability and Statistics. Mathematics-Methods Program Unit.
ED 221 346

Prudent Practices for Handling Hazardous Chemicals in Laboratories.

ED 221 168

Saint Paul Public Schools, Minn.

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
ED 221 500

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for American Indian Women.
ED 221 506

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for America's Women of Color.
ED 221 504

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Asian American Women.
ED 221 507

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality).
ED 221 505

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Filmstrip User's Guide for Not About to Be Ignored.
ED 221 508

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Minority Women: An Annotated Bibliography.
ED 221 503

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Secondary Curriculum Guide.
ED 221 501

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Teacher-Training Manual.
ED 221 502

San Diego State Univ., Calif. School of Education.

Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eighty-Two (482) Parents, as Expressed in Personal Interviews.
ED 220 989

Santa Ana Coll., Calif.

Reverse Transfer Student Study.
ED 221 248

School for International Training, Brattleboro, Vt.

Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
ED 221 016

Belizean Creole: Glossary. Peace Corps Language Handbook Series.
ED 221 017

ED 221 049

Orientation to Employment in the U.S. for Refugees Hmong Ua Haujlwm Hauv Asmeslivkas: Phau Ntaw Taw Kev Rau Cov Neeg Thoj Nam Hmoob.
ED 221 050

Orientation to Employment in the U.S. for Refugees Khmer.
ED 221 048

Orientation to Employment in the U.S. for Refugees Lao.
ED 221 047

Orientation to Employment in the U.S. for Refugees Vietnamese Cong an viec lam o Hoa Ky: Tap Huong Dan danh cho Nguoi Ti Nan moi toi.
ED 221 046

Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.

Cultural Orientation Resource Manual, Volume I.
ED 221 070

Cultural Orientation Resource Manual, Volume II.
ED 221 071

English as a Second Language Resource Manual, Volume I.
ED 221 068

English as a Second Language Resource Manual, Volume II.
ED 221 069

Center for International Policy, Washington, DC.

A New Look at America's Refugee Policy.
ED 221 645

Center for Occupational Research and Development, Inc., Waco, Tex.

Engineering Technology Programs. Preliminary Curriculum Planning Guide.
ED 220 718

Center for the Study of Community Colleges, Los Angeles, Calif.

Transfer, Honors and Excellence: Six Districts Spotlighted.
ED 221 257

Central Washington Univ., Ellensburg.

Computer Simulation in Undergraduate Instruction: A Symposium.
ED 221 161

Champlain Regional Coll., Sainte Foy (Quebec).

The Effects of Student Meanings of Work on Their Self-Concept and Intrinsic Motivation and Subsequent Academic Performance.
ED 220 747

Charles County Public Schools, La Plata, Md.

Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
ED 220 995

Chemeketa Community Coll., Salem, Oreg.

A Guide for Authoring and Programming Computer-Assisted Instruction.
ED 220 661

Cherokee County Board of Education, Centre, AL.

Cherokee County Curriculum Guide for Teachers of the Severely Handicapped.

Business and Office Education. Final Document for Articulation of Business and Office Education.

ED 220 580

Greenville Technical Coll., S.C.

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 583

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 585

Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.

ED 220 579

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 584

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 582

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 581

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education.

ED 220 580

Hamden-New Haven Cooperative Education Center, Conn.

Eventos de Agosto (August Events).

ED 221 334

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Tax Limitations in Massachusetts.

ED 220 983

Hawaii State Commission on Population and the Hawaiian Future, Honolulu.

A Report of the Annual High School Workshop on Managing Hawaii's Future (5th).

ED 221 373

Hawaii Univ., Honolulu. Coll. of Education.

To Teach the Children: Historical Aspects of Education in Hawai'i. A Publication Accompanying the Exhibition Commemorating th 50th Anniversary of the College of Education and the 75th Anniversary of the University of Hawaii.

ED 221 618

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of

Inservice Instructional Unit VA.
ED 220 644

Expanding Opportunities through Sex Equity in Vocational Education. Inservice Instructional Unit XA.
ED 220 645

Handbook of Community Resources for Classroom Use.
ED 220 646

Orientation Guide for New Sales and Marketing Teachers.
ED 220 647

Planning and Conducting Inservice Training for Vocational Teachers.
ED 220 648

The Role of the Vocational Teacher in Student Counseling, Placement and Follow-up. Inservice Instructional Unit VIIIA.
ED 220 649

Student Vocational Organizations. Inservice Instructional Unit IIG.
ED 220 651

Teaching Indirectly Related Subjects in Vocational Education. Teaching Unit.
ED 220 650

Vocational Education for the Handicapped. Inservice Instructional Unit IA.
ED 220 652

Working with Vocational Advisory Committees. Inservice Instructional Unit.
ED 220 653

Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.

Psychiatric Aide II. Instructor's Guide.
ED 220 605

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Comparing Livestock Enterprises for the Optimum Combination of Labor and Capital Resources to Produce Maximum Income. Final Report.
ED 220 608

Using the Microcomputer to Analyze the High School Students Supervised Occupational Experience Program Records. Final Report.
ED 220 609

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Admissions Handbook. Missouri Vocational-Technical Programs.
ED 220 625

Admissions Model. Missouri Vocational-Technical Programs.
ED 220 624

Audio-Tutorial Horticulture Learning Units. Final Report.
ED 220 610

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.

ED 221 362//

Public Understanding of Science. Summary of Grants and Activities 1976-1981.

ED 221 369

Rational Numbers with Integers and Reals. Mathematics-Methods Program Unit.

ED 221 339

The Relationship between Directional Heading of an Automobile and Steering Wheel Deflection. Applications of Calculus to Engineering. Modules and Monographs in Undergraduate Mathematics and Its Applications Project. UMAP Unit 506.

ED 221 381

Transformational Geometry. Mathematics-Methods Program Unit.

ED 221 341

User's Guide for the Units of the Mathematics-Methods Program.

ED 221 348

1981 Doctorate Recipients from United States Universities. Summary Report.

ED 221 134

National Science Foundation, Washington, D.C. Directorate for Science Education.

Social Studies in the 1980s. A Report of Project SPAN.

ED 221 449

National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.

National Patterns of Science and Technology Resources 1981.

ED 221 363

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Activities of Science and Engineering Faculty in Universities and 4-Year Colleges: 1978/79. Final Report.

ED 221 129

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1980. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.

ED 221 110

National Telecommunications and Information Administration (DOC), Washington, D.C.

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.

ED 221 196

Naval Construction Training Center, Port Hueneme, Calif.

Military Curriculum Materials for Vocational and Technical Education. Arc Welding-Pipe, 3-25.

ED 220 619

Military Curriculum Materials for Vocational and Technical Education. Construction Surveying, 3-27.

ED 220 620

Belizean Creole: Teacher's Handbook. Peace Corps Language Handbook Series.

ED 221 015

Shooshan & Jackson, Inc., Washington, DC.

A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.

ED 221 196

Shoreline Community Coll., Seattle, Wash.

An Interdisciplinary Course Involving Science and the Humanities. Final Report.

ED 221 233

Siegel & Gale, Inc., New York, N.Y.

Writing in the Professions: A Course Guide and Instructional Materials for an Advanced Composition Course.

ED 220 860

Social Science Education Consortium, Inc., Boulder, Colo.

Evaluating Social Studies Programs: Focus on Law-Related Education.

ED 221 448

Society for Research into Higher Education, Ltd., London (England).

Training in Curriculum Development and Educational Technology in Higher Education.

ED 221 157

Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.

Statewide Guidelines on Program Accessibility for Persons with Disabilities.

ED 220 586

Summary of Architectural Standards and Requirements.

ED 220 587

South Carolina Agricultural Experiment Station, Clemson.

From High School to Adulthood: A Survey of South Carolina Young People.

ED 221 321

South Carolina Appalachian Council of Governments, Greenville.

Articulated Instruction Objectives Guide for Accounting (Module 5.0 Accounting I) (Module 6.0 Accounting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 583

Articulated Instruction Objectives Guide for Business English (Module 8.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 585

Articulated Instruction Objectives Guide for Drafting. Final Document for Articulation of Drafting.

ED 220 579

Articulated Instruction Objectives Guide for Office Procedures (Module 7.0). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 221 008

Chicago Board of Education, Ill. Dept. of Curriculum.
Sounds of Language.
ED 221 022

Chicago City Colleges, IL. Truman Coll.
Self-Development for Native American Adults.
ED 220 632

Chicago Urban League, Ill. Dept. of Research.
An Assessment of the Chicago Board of Education's Desegregation Plan.
ED 221 620

Children's Bureau (DHHS/OHS), Washington, DC.
Initiating and Developing Minority Adoptive Parent Groups.
ED 221 331

Cincinnati Public Schools, Ohio.
Homebound/Cluster-A.B.E./ Special Demonstration Project-309.
ED 220 607

City Univ. of New York, Brooklyn, NY. Brooklyn Coll. School of Education.
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.
ED 221 516

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.
An Approach to Library Research for the Part-Time Undergraduate Student.
ED 221 182

Library Research in Criminal Justice. An Introduction for Students at John Jay College of Criminal Justice, City University of New York. Second Edition.
ED 221 192

Library Resources and Services for Faculty.
ED 221 193

Claremont Graduate School, Calif.
Claremont Reading Conference Forty-Sixth Yearbook: Writing and Reading in a Balanced Curriculum; Proceedings of the Claremont Reading Conference (49th, Claremont, California, January 14-15, 1982).
ED 220 802//

Clark County School District, Las Vegas, Nev.
Vocational Gerontology Program. Food Services for the Aged.
ED 220 684

Clemson Univ., S.C. Vocational Education Media Center.
A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.
ED 220 590

Cleveland Public Schools, Ohio.
How to Operate an Individualized Learning Center. A Handbook for Teachers of Adult Basic Education.
ED 220 606

Medicine.

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs. First Supplement.
ED 221 218

Exploring Opportunities for Cooperation in California, a Forum Exploring Cooperation and Communication among Health Science Library Consortia. Proceedings of a Forum Sponsored by the Coastal Health Library Information Consortium (Pismo Beach, California, November 13, 1981).
ED 221 217

Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Research and Development in Higher Education, Volume 1. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (4th, Bedford Park, South Australia, June 2-4, 1978).
ED 221 076

Research and Development in Higher Education, Volume 2, Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (5th, Brisbane, Australia, May 11-14, 1979).
ED 221 077

Higher Education Research Inst., Inc., Los Angeles, Calif.

Student Financial Aid and Persistence in College.
ED 221 078

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Assessment of Program Impact through the Kindergarten Year. Evaluation of Project Developmental Continuity. Interim Report IX.
ED 221 308

A Process Evaluation of Project Developmental Continuity. Third Program Year Cost Report. Interim Report VIII.
ED 221 307

Horry County Board of Education, Conway, S.C.

Horry County Reading Crusade. Final Evaluation Report, 1981-82.
ED 221 315

Human Resources Corp., San Francisco, CA.

Chicano Aging and Mental Health.
ED 221 312

Huntington Associates, Inc., New York, N.Y.

Youth at Risk and Work: New York's Investment in the Future. A Working Paper for the Committee for Public/Private Cooperation for an Institute, March 31-April 1, 1982.
ED 221 634

Huron Inst., Cambridge, Mass.

Secondary Vocational Education, Basic Skills, and Employment. Revised.
ED 220 617

Working in High Schools: Inside Views of the Organization.
ED 220 974

ED 220 626

A Study to Identify Nondiscriminatory Admission Criteria for Vocational/Technical Programs. Final Report.

ED 220 623

Vocational Resource Educator Handbook.

ED 220 622

Missouri Univ., Columbia.

A Study of the Congruency between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations. Final Report.

ED 220 626

A Validation of the VRE Model at the Postsecondary Level: A Study of the Institutional/Environmental Factors and Utilization of Services Related to Persistence of Handicapped Students. Postsecondary Persistence Study Final Report.

ED 220 611

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Vocational Resource Educator Handbook.

ED 220 622

Missouri Univ., Columbia. Instructional Materials Lab.

Data Processing Volume I. Instructor's Guide.

ED 220 604

Psychiatric Aide II. Instructor's Guide.

ED 220 605

Montana State Office of the Superintendent of Public Instruction, Helena.

Community Education in Montana. The Broadview Model.

ED 221 310

Moraine Park Technical Inst., Fond du Lac, Wis.

Testing of a Program Evaluation Model: Final Report.

ED 221 240

Moraine Valley Community Coll., Palos Hills, Ill.

Bibliographic Instruction at Moraine Valley Community College: A Position Paper.

ED 221 185

Morningside Coll., Sioux City, IA.

Literatura Oral Hispanica (Hispanic Oral Literature).

ED 221 332

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Apprentissage auto-dirige: Quand les chiffres parlent (Self-Directed Learning: Figures Speak for Themselves).

ED 221 034

Apprentissage de francais en France: Evolution des attitudes (Learning French in France: A Study of Attitude Change).

ED 221 037

Counselling for Language Learning at the University of Cambridge.

Naval Education and Training Command, Pensacola, Fla.
Military Curriculum Materials for Vocational and Technical Education. Communications Technician, 5-3A
ED 220 621

Naval Training Equipment Center, Orlando, Fla.
Applications of Simulator Freeze to Carrier Guideslope Tracking Instruction. Cooperative Study Series. Final Report, May 1, 1980-August 31, 1981.
ED 220 600

Navy Personnel Research and Development Center, San Diego, Calif.
The Intentions of Men 23 to 29 Years Old to Join the Military: Results of a National Survey.
ED 220 676

Men and Women in Ships: Preconceptions of the Crews.
ED 220 665

Theoretical Definition of Instructor Role in Computer-Managed Instruction.
ED 221 156

Nebraska School Activities Association, Lincoln.
Nebraska Speech, Debate, and Drama Manuals.
ED 220 890

Nebraska State Dept. of Education, Lincoln.
Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Nebraska State Energy Office, Lincoln.
Emergency Energy Guidelines for Nebraska School Districts.
ED 220 972

Nevada State Dept. of Education, Carson City. Div. of Special Education.
We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children.
ED 220 998

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.
Vocational Gerontology Program. Food Services for the Aged.
ED 220 684

Nevada Univ., Reno. Div. of Continuing Education.
We Can Do It Together! Coping Skills and Resources for Parents of Handicapped Children.
ED 220 998

Nevada Univ. System, Reno.
Community College/University Articulation Policy.
ED 221 242

New England Board of Higher Education, Wellesley, Mass.
New England's Vital Resource: The Labor Force.
ED 221 074

New England Inst. of Education, Scarborough, Maine.
Study of Georges Valley High School Drop Out Program.
ED 220 768

ED 220 584

Articulated Instruction Objectives Guide for Shorthand (Module 3.0 Shorthand I) (Module 4.0 Shorthand II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 582

Articulated Instruction Objectives Guide for Typewriting (Module 1.0 Typewriting I) (Module 2.0 Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.

ED 220 581

Articulated, Performance-Based Instruction Objectives Guide for Business and Office Education. Final Document for Articulation of Business and Office Education.

ED 220 580

South Carolina State Dept. of Education, Columbia.

Horry County Reading Crusade. Final Evaluation Report, 1981-82.

ED 221 315

South Carolina State Dept. of Education, Columbia. Office of General Education.

Communicating in a Cultural Context: The Global Perspective. Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, South Carolina, 1981).

ED 221 062

Language in the Marketplace.

ED 221 063

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment, Homemaker Human Development.

ED 220 590

Southeast Idaho Teacher Center Consortium, Pocatello.

Images of a Rural Teacher Center.

ED 221 487

Southern Illinois Univ., Carbondale. Rehabilitation Inst.

Rehabilitation Administrators and Supervisors: Their Work Assignments, Training Needs, and Suggestions for Preparation.

ED 220 737

Southern Regional Education Board, Atlanta, Ga.

Improving Minority Students' Competencies: Strategies in Selected Colleges.

ED 221 145

Staff Retention and Recruitment. Implications of Staff Organization and Utilization in Rural and Urban Mental Health Facilities in the South. Final Report: Distribution of Mental Health Professionals Supplemental Project.

ED 220 612

Survey on Master Teachers.

ED 221 526

Southern Rural Development Center, Mississippi State, Miss.

Standardized Testing under Court Ordered Desegregation: Developing a Compliance Plan.
ED 221 577

Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.
Reading Strategy, ESEA Title I: 1980-81 Evaluation Report.
ED 221 582

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
The College Cost Book, 1982-83. Third Edition.
ED 221 116

Colorado Migrant Education Resource Center (CoMerc), Longmont.
Local District to MSRTS/SIS Cross-Referencing Assistance.
ED 221 325

P.A.C. Training Guide Guia de Entrenamiento.
ED 221 327

Summer Principals'/Directors' Orientation Training Module.
ED 221 326

Colorado State Advisory Council for Career Education, Denver.
Career Education Activities in Colorado Higher Education.
ED 220 719

Colorado State Dept. of Education, Denver. Community Services Unit.
Career Education Activities in Colorado Higher Education.
ED 220 719

Colorado State Univ., Ft. Collins. Libraries.
Cataloging and Indexing of a Subset of Federal Government Documents Not Listed in the Monthly Catalog of U.S. Government Publications.'' Project Manual.
ED 221 226

Colorado Univ., Boulder. Center for Educational Leadership Services.
Population, Live Births, Live Birth Rate and Fall Public School Enrollments in Colorado and Colorado Counties, 1960-1979. Educational Report.
ED 220 976

Projected School Enrollments in Colorado Counties to the Year 2000. Comprehensive Educational Report.
ED 220 975

Colorado Univ., Denver. Inst. for Equality in Education.
My Daddy Might Have Loved Me: Student Perceptions of Differences between Being Male and Being Female.
ED 221 436

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Congruence of Prior Knowledge and Text Information as a Factor in the Reading Comprehension of Middle-Grade Children. Technical Report #16.
ED 220 803

Idaho Univ., Moscow.
Video Outreach Graduate Program.
ED 221 113

Illinois Community Coll. Board, Springfield.
Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges.
ED 221 230

Illinois Speech and Theatre Association.
Basic Listening Skills.
ED 220 894

Illinois State Board of Education, Springfield.
Basic Listening Skills.
ED 220 894

Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute (1st, Evanston, Illinois, June 17-20, 1981).
ED 221 023

Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
HELP. Handbook for English Language Paraprofessionals.
ED 220 658

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
ED 220 633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Impact Assessment Design.
ED 220 670

Core II Materials for Rural Agricultural Programs. Units A-D.
ED 220 689

Core II Materials for Rural Agriculture Programs. Units E-H.
ED 220 690

Hospitality Service: Hotel and Restaurant Management and Culinary Arts Curriculum Guide.
ED 220 660

Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources.
ED 220 637

Illinois Vocational Home Economics Curriculum Guide.
ED 220 639

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
ED 220 659

Progress Report on an Experiment.
ED 221 039

Discours didactique scientifique et competence de communication (Didactic Scientific Discourse and Communicative Competence).
ED 221 035

Influences d'un enseignement de langue maternelle sur l'apprentissage d'une langue etrangere: Reflexions a partir du discours d'apprenants (Influences of Native Language Instruction on Second Language Learning: Reflections Based on Learners' Discourse).
ED 221 038

Le discours oral en elaboration: Directions de recherche (Oral Discourse in Process: Research in Progress).
ED 221 036

National Academic Advising Association, Pomona, NJ.

Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979).
ED 221 091

Impact: Advising Makes the Difference. Proceedings of the National Conference on Academic Advising (2nd, Memphis, Tennessee, October 8-11, 1978).
ED 221 090

National Academy of Sciences - National Research Council, Washington, D.C.

Families That Work: Children In a Changing World.
ED 221 631//

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public.
ED 221 560

Vision Research for Flight Simulation. Final Report.
ED 220 599

National Academy of Sciences-National Research Council, Washington, D.C. Assembly of Mathematical and Physical Sciences.

Prudent Practices for Handling Hazardous Chemicals in Laboratories.
ED 221 362//

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

1981 Doctorate Recipients from United States Universities. Summary Report.
ED 221 134

National Action Council for Minorities in Engineering Inc., Washington, DC.

Mexican American and Puerto Rican Prospective Engineering Students.
ED 221 135

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Successful School Series.
ED 221 640

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Computer Assisted Vocational Mathematics Workshops, Final Report 1981-82.
ED 220 627

Continuation of Employment Training for Students in the Shell Fisheries Industry. Final Report. 1981-1982.
ED 220 662

New York City Board of Education, N.Y.
Development at Early Adolescence: Implications for Continuing Professional and Preprofessional Education of Teachers. Early Adolescent Project.
ED 221 516

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
CUNY Tech Continuing Education Annual Report, 1981-1982.
ED 221 243

New York Metropolitan Reference and Research Library Agency, N.Y.
Subject Guide to Selection Tools. The Most Frequently Used Selection Tools Cited by Members of METRO and Selected ARL Members.
ED 221 179

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Incorporating Skills into Social Studies Programs, K-12.
ED 221 407

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Special Education for Handicapped Children Birth to Five.
ED 221 011

New York State Education Dept., Albany. Office of Higher and Professional Education.
Minority Access to Professional Education: A Selected Bibliography.
ED 221 084

New York State Library, Albany.
Libraries and Adult Learners.
ED 221 219

New York State Museum and Science Service, Albany.
The World of Coelophysis - A New York Dinosaur of 200 Million Years Ago. Geological Survey: Circular 49.
ED 221 374

North Alabama Univ., Florence.
The Southern Association of Colleges and School Institutional Self-Study. Chapter VI: The Library.
ED 221 167

The University as a Resource System for Public Needs: Responding to Research Needs of Decision-Makers. Case Studies. Rural Development Series No. 12.
ED 221 105

Southwest Educational Development Lab., Austin, Tex.
Minorities and Women Individualized Internship Project. Final Report, December 1, 1980 to November 30, 1981.
ED 221 616

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Computer-Based Practice in Editing.
ED 220 869
Computer Instruction on Generating Ideas for Writing Description.
ED 220 868
Regularity and Irregularity in English Spelling and in Spelling Instruction.
ED 220 867

Special Education of Education Mutual Collaborative, North Reading, MA.
Learning at Home: A Preschool Activity Handbook.
ED 220 997

Special Education Programs (ED/OSERS), Washington, DC.
A Comparative Study of the Social Attitudes and Behaviors of Mildly Handicapped Children in Two Mainstreaming Programs.
ED 221 005
International Symposium on Services for Young Disabled Children, Their Parents, and Families. Proceedings: Discussions and Implications for Future Activities (Washington, D.C., December 6-11, 1981).
ED 221 002
Project First Chance: Interactive Outreach Program. Volume I. Final Report, July 1, 1979-June 30, 1980.
ED 220 996
Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
ED 221 513

Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Family Assessment Process Manual.
ED 220 784

Spencer Foundation, Chicago, Ill.
Regression Based Analyses of Multilevel Education Data.
ED 221 555

SRI International, Menlo Park, Calif.
A Nationwide Communication System for the Hearing Impaired: Strategies Toward Commercial Implementation. Final Report.
ED 221 196